



Kainos Community
**CHALLENGE
to CHANGE**

INTER-PERSONAL RELATIONSHIPS MODULE

Inter-Personal Relationships

Rationale

By this point in the programme participants will be established members of the community having completed two previous modules (Community Living and Focus). Community members who have reached this point in the programme will be proving their commitment and maturity through continuation whilst others may have declined or have been removed.

Participants will already have a good understanding of basic community concepts and through completing previous modules will have been introduced to introductory knowledge of some of the concepts to be developed during this module. Having the core community knowledge and being more aware of potentially negative or limited thinking through the Focus material clients should be ready to develop previously introduced ideas.

The sessions each identify elements which directly relate to the participants relationships with others both inside and outside of prison. With an emphasis upon communication skills each session explores issues which develop themes essential for participants to consider prior to release within a therapeutic environment.

These social skills are then related to broader awareness of the perspectives of others, facilitated through group discussion, exercises, cell work and debates, in preparation for the citizenship module.

Participants should be encouraged to relate issues and problems which are of issue to them relevant to the covered themes.

Aims of the course:

- Learning to put perspective taking skills into practice
- To consider conflicts between ego-centric thinking styles and social integration
- To develop conflict resolution skills
- To develop Social Skills
- To develop self-awareness

Course requirements:

Tutors

The course tutors are the lead persons in terms of delivering the course content, the flow of the course and helping group participants apply the teaching.

2. Equipment

- Flip Charts
- Marker Pens

INTERPERSONAL RELATIONSHIPS CONTENTS

Number of sessions 16

Session	Title	Outline of content
One	Negotiation skills	To understand Negotiation Skills To develop good listening skills in relation to negotiation To develop empathy Awareness of mediation skills Conflict resolution skills
Two	Perspective taking	To continue developing perspective taking skills To put perspective taking skills into practice
Three	Victim awareness	Defining a 'Victim' Considering victims Self victimisation Effects of crime Effects of my own crime
Four	Emotional awareness	To consider unhelpful emotional reactions To introduce methods to manage these reactions more appropriately Learning where emotions come from
Five	Emotional awareness Looking at Anger	Identify Anger Triggers

Six	Emotional awareness Looking at Anger	Understand Anger Arousal Understand Anger Functions
Seven	Emotional awareness Looking at Anger	The four outcomes of anger
Eight	Emotional awareness Looking at Anger	Consequences of Anger
Nine	Social skills	Understanding Social Skills Developing Social Skills How Kainos can help my social skills
Ten	Coveting	Wanting what is not mine Shopping Material things
Eleven	Lying	Why do we lie? Types of lies Gossip A healthy alternative
Twelve	Stealing	Forms of stealing Finding things Is our conscience telling us something?

Thirteen	Faithfulness	Adultery Marriage Five ways to keep a faithful marriage
Fourteen	Sanctity of life	Murder Forms of killing Forgiveness
Fifteen	Family relationships	Influence of parents Supporting our children Discipline
Sixteen	Module review	Quiz Most notable memories Linking the module to TC processes

The Intervention consists of sixteen sessions.



INTER-PERSONAL RELATIONSHIPS

SESSION ONE

NEGOTIATION SKILLS



Inter-Personal Relationships

SESSION ONE: Negotiation Skills

SESSION AIM:

- To understand Negotiation Skills
- To develop good listening skills in relation to negotiation
- To develop empathy
- Awareness of mediation skills
- Conflict resolution skills

REHABILITATIVE NEEDS TARGETED

- Social skills

MATERIALS:

- Paper, Pens, Folders, Flipchart, White board, Marker Pens.

HANDOUTS:

1. Negotiation and tolerance definition
2. Listening Skills
3. Action for Empathetic Listening
4. Negotiation steps
5. Role play scenario
6. Mediation and the nature of conflict
7. My Learning Points

GROUP MEMBER WELCOME

TUTOR INTRODUCTION

TUTOR: Explain why the intervention is called: Interpersonal Relationships.

- No hidden agendas.
- We'll show you how.
- But be prepared to put in the work yourself and make the effort.
- Any other questions?
- Dates and times of the course.
- Certificate at the end of the course, but they will gain more than a certificate.

TUTOR:

This module will consider our inter-personal relationship skills and development not only directly with those we come into contact with but also indirectly; those who may potentially be affected by our behaviour in other ways.

This session will include more didactic methods. Firstly we will consider the concepts of conflict and negotiation, understanding what they are and the best way to negotiate in a given situation.

Time: 5 minutes

Time elapsed: 5 minutes

CONFLICT DISCUSSION

ASK: So why do you think that conflicts develop?

TUTOR PROMPTS

- **Varied perspectives** on the situation;
- **Differing belief systems and values** resulting from participant's accumulated life experience and conditioning; and
- **Differing objectives and interests.**

LEARNING POINTS

Conflicts arise when people want different things from the same situation or person

Time: 5 minutes

Time elapsed: 10 minutes

TUTOR:

Put up on the flipchart the phrase: **The Evolutionary Nature of Conflict**

Commented [C G 1]: Use the word 'Developing'?

EXPLAIN: Conflict arises when one or more participants view the current system as not working. At least one party is *unhappy enough with things as they are* that they are willing to *face the conflict* and speak up with the hope of being able to change the situation. *Conflict may be viewed as a process we choose to put ourselves through to try and achieve new situation.* Consider this in relation to our Kainos community

It is no accident that we most often find ourselves in conflict with those with whom we spend the most time -- family, friends, business associates, and fellow organizational members.

Interpersonal and Intrapersonal Conflict

Conflict should also be recognized as existing at *two levels*: (Put this up on the flipchart):

- **The interpersonal level;** and *(with other people)*
- **The intrapersonal level.** *(within ourselves)*

TUTOR: Most people are not very good at dealing with either inter, or intrapersonal conflicts, and tend to act in two unhelpful ways, either attacking the situation or person, or avoiding it.

Time: 5 minutes

Time elapsed: 15 minutes

CHARTLIST

Put the two words 'ATTACKING' and 'AVOIDING' on the flipchart, and get the group to consider the unhelpful consequences of each approach:

TUTOR PROMPTS

Attacking: Loss of that relationship
Development of fear response
Victim may want to attack back
Win: Lose situation (short term)
Lose: Lose situation (long term)

Avoiding: Feel weak/backing down
May stew on perceived loss
Lose: Win situation (short and long term)

DISCUSSION

Get the group to consider any times when there has been a conflict where they have either attacked, or avoided, and what happened to their relationships as a result.

LEARNING POINTS

Our immediate responses often do not help to successfully resolve conflict

Time: 15 minutes

Time elapsed: 30 minutes

TUTOR: Through the successful resolution of conflict, we can, if we choose, change our relationships, our community, our society and our world. If nothing else, *conflict allows us to do things differently in the future.*

We have the opportunity to change.

Explain: When living within a community or society, that society can only continue to function if conflict can be resolved in a way which feels as positive as possible for all parties. ie it becomes a win win situation. Whilst not all parties get EVERYTHING, they want, all parties get SOMETHING of what they want.

DISCUSSION

ASK: What do people understand by the word negotiation?

Write answer on other side of board.

Tutor to reflect answers that are raised from the group eliciting feedback and challenging any negative contributions.

ne-go-ti-a-tion n

1. The reaching of agreement through discussion and compromise
2. The tackling of a hazard or problem (formal)

Time: 5 minutes

Time elapsed: 35 minutes

TUTOR: As we previously learned in the session on 'Learning how to deal with conflict' in the Community Living module, probably the best form of dealing with conflict is by trying to see how two groups or individuals can work together and manage each other's differing views.

BRAINSTORM

As a group brainstorm the definition of 'tolerance' using a flipchart.

tolerance n

1. The acceptance of the differing views of other people, for example, in religious or political matters, and fairness toward the people who hold these different views
2. The act of putting up with something or somebody irritating or otherwise unpleasant
3. The ability to put up with harsh or difficult conditions
4. The loss of or reduction in the normal response to a drug or other agent, following use or exposure over a prolonged period
5. Allowance made for something to deviate in size from a standard, or the limit within which it is allowed to deviate

HANDOUT: *Negotiation and Tolerance Definition*

Facilitate a discussion on the value of being tolerant and using negotiation within a community, or society

TUTOR PROMPTS

Allows groups of people to work and get along together

If there was no negotiation, nothing could ever get done between people

Relationships break down when there is no negotiation or tolerance

LEARNING POINT

Tolerance and negotiation is needed for both relationships and social groups to function

Time: 10 minutes

Time elapsed: 45 minutes

TUTOR: Sometimes it is very difficult to listen to other people who are not willing to listen to what another person has to say. In the induction module we looked at the importance of using listening skills in group settings. These skills are crucial for effective negotiation. However, there are sometimes things that block us from using our listening or negotiation skills.

TUTOR: How do you feel when you are trying to sort something out with a person and you know that they are not listening to what you have to say? Let's have a practical demonstration of this

ROLEPLAY:

Half the group think of a subject to talk about while the tutor briefs the other half to use poor listening skills, such as turning away, looking bored, yawning, using distractions techniques such as fiddling with a pen etc. Then get the briefed group to pair up with a talker, who tries to talk about their topic for three minutes with their partner clearly not listening.

Discuss with the group how the talkers felt in this situation.

LEARNING POINTS

Poor listening skills results in little likelihood of being able to use negotiation skills to resolve difficulties

Time: 15 minutes

Time elapsed: 60 minutes

TUTOR: Because it is so important within negotiation skills, we are going to re-look at listening skills which are essential in negotiation.

FLIPCHART

ASK: So who can remember the key points for effective listening skills?

Chartlist the appropriate responses.

HANDOUT: *Listening Skills*

Review the four levels of listening.

TUTOR PROMPT

Ignoring- Even when we pretend not to hear, we still can't help but take in some information

Surface listening- What most of us often do- We pretend to listen, but are thinking about other things- In fact we may even take in less information than when we are trying to ignore!

Content listening- We hear the facts of what is being said to us

Empathic listening- We hear the facts and the feelings of what is being said

DISCUSSION

Encourage the group to consider why empathic listening is needed for successful negotiation to occur.

LEARNING POINTS

We need to listen to know what the other person wants (their motivation)

If we only listen to the facts, we miss this, and may try to negotiate in a way that has no value to the other person

HANDOUT: *Actions for Empathic Listening*

Review in detail the above handout.

TUTOR PROMPT

The target in empathic listening is to try to help the other person listen to their own words, and find their own solutions

Respond to the person using reflection and clarification- Don't solve

If you are trying to solve, you have gone back to superficial listening, as you are thinking about your solutions, not what they are saying

Keep calm and controlled- Negotiation can only come after you have a clear picture of the facts from their perspective

LEARNING POINTS

We need to understand the person's position fully before negotiation can commence. We can only do this through empathic listening

Time: 15 minutes

Time elapsed: 75 minutes

TUTOR:

So effectively dealing with conflict requires that first you try to hear and understand their view fully before trying to lead them anywhere.

You can not effectively move toward solving the conflict until each participant feels that their view has been heard.

Common Ground - Overlapping Interests and Interdependence Along with their sometimes too well-known differences, people in conflict share much *common ground*, including:

- **Overlapping interests** -- participants share in their own relationship, typically have common friends and colleagues, and also have interest in resolving the conflict as quickly as possible;
- **Interdependence** - each participant relies on the other for a resolution to be found
- **Points of agreement** -- even when there might be many areas of conflict, there may still be a number of points of agreement or possible agreement. The wise negotiator helps to identify what can already be agreed on, which can help with additional discussions.

Time: 5 minutes

Time elapsed: 80 minutes

ROLEPLAY

HANDOUT: *Negotiating Skills*

TUTOR: Go through the handout on successful negotiation skills steps, and ask if there are any questions- Explain that they are going to practice these skills in a few small role-plays

TUTOR PROMPTS

Listen to the view of the other party- Use effective listening skills

Reflect this back to make sure you have heard it correctly- Use effective communication skills

State your own position- Make this situation factual and presented in a calm manner

Note any similarities in your positions- There may be things you already agree on (if nothing else you are both likely to agree on wanting to get the situation resolved)

Note the main areas of disagreement-Focus on the facts and present in a calm manner

Suggest what you might give up, and what they might give up- Look at areas of flexibility in your desires, and suggest the same for them

Suggest what you both might still keep- Highlight the value to them of agreeing to your terms

Ask for their opinion- Allow time for them to consider your suggestion

Repeat the process if necessary- You may have to go through the process several times before an agreement can be reached. (Which may, in some situations, be an agreement that the conflict is going to continue!)

ROLEPLAY EXERCISE

HANDOUT: *Role Play Scenario*

Get two volunteers from the group to role play two people in a party. Split the rest of the group in two, and get one group to help one person, and one group to help the other.

Present each role player with the following scenario:

'John has been on the Kainos programme for two months now. He has been doing well, but Paul is starting to annoy him. John feels that Paul is deliberately trying to wind him up, as he keeps coming over and making derogatory remarks. John doesn't want any trouble, and wants to sort out the problem with Paul.

Paul feels that he is 'just having a laugh' with John, and cannot see any problem with 'taking the mickey'. Paul is also keen to be seen to be doing well on the programme.'

Get each group to consider what the conflict is about, where the areas of agreement are, and where the areas of disagreement are.

Then get the two role players to talk to each other, going through each of the negotiation steps (John is leading this scenario, with Paul responding). After each step, get the group to consider stop and think about how it is going, and how each party are feeling.

LEARNING POINTS

Successful negotiation takes clear thinking skills

Successful negotiation needs clear listening skills

Successful negotiation needs us to remain calm throughout

Successful negotiation can make long term needs more likely to be met

Successful negotiation can build relationships, even when there is conflict

Time: 30 minutes

Time elapsed: 110 minutes

TUTOR: Bring the session to a close, and hand out the learning points sheet, as well as the 'nature of conflict' handout (as an aide memoir for the session). Remind the group to consider their targets for change which they will practice in the community as a result of this session.

HANDOUT: *Mediation and the Nature of Conflict*

HANDOUT: *My Learning Points*

Time: 10 minutes

Time elapsed: 120 minutes

Interpersonal Relationships

SESSION 1: HANDOUT 1

NEGOTIATION DEFINITION

ne·go·ti·a·tion n

1. The reaching of agreement through discussion and compromise
2. The tackling of a hazard or problem (formal)

TOLERANCE DEFINITION

tol·er·ance n

1. The acceptance of the differing views of other people, for example, in religious or political matters, and fairness toward the people who hold these different views
2. The act of putting up with something or somebody irritating or otherwise unpleasant
3. The ability to put up with harsh or difficult conditions
4. The loss of or reduction in the normal response to a drug or other agent, following use or exposure over a prolonged period
5. Allowance made for something to deviate in size from a standard, or the limit within which it is allowed to deviate

Interpersonal Relationships

Session One - Handout 2

Listening Skills- Four levels of listening

We listen and take information on at least four levels:

2)1) Ignoring

At this level we are not really paying attention to what is being said.

We may hear some of the words but not hearing whole sentences.

The non-verbal signals from a listener who is 'ignoring' usually gives the 'game away'.

For example:

- Very little or no eye contact
- Distracting actions such as looking at the clock or out of the window
- Continuing to do something else such as writing, watching the TV or picking up the phone to make a call.

3)2) Surface Listening

This is also known as 'going through the motions' of listening.

It is probably the most often used level of listening.

The listener may hear the words being said but is only picking up small bits of information. The listener may also be more concerned with what their own reply will be once the speaker stops.

Commented [C G 2]: Not if he has been brought up in a culture where it is considered rude to look a more senior person in the eye!!

Their thoughts might be somewhere else e.g. 'It's nearly time for lunch, what shall I eat today', or suddenly remembering a forgotten phone call.

However, the non-verbal communication may be more convincing. For example:

- Moderate to good eye contact
- Appropriate noises and nods of the head

1-3) **Content level listening**

At this level the listener is understanding all the words rather than just hearing them. Sense is being made of the information we are being given.

Managers need to listen at this level if they are to be effective in communicating with staff and other managers.

The non-verbal communication is far more convincing. (*See 'Actions for empathetic listening' Handout.*)

4) Empathic listening

This is the most difficult of the four levels. It is listening not only to what is being said (i.e. the words) but also how it is being said (i.e. the feelings). It is about being consciously aware of the speaker's tone of voice, non-verbal actions and perhaps what they are not saying as much as what they are saying.

It is especially important when dealing with issues concerning conflict.

Interpersonal Relationships

Session One - Handout 3

Actions for empathic listening

Relax so that you can give your full attention.

Be aware of your posture i.e. lean slightly forward, adopt an open rather than closed body posture, and use encouraging gestures such as head nods.

Use appropriate tone of voice, pitch and volume.

Note the speaker's non verbal signals - you may pick up valuable clues on how they might be feeling.

Repeat back to the talker what is being said to you. It helps you to check out you have heard what is being said correctly. It also shows the speaker that you are really listening.

BUT- Use your own words don't just repeat what the speaker has said. (This skill requires some practice). However, one listening skill is the use of what is called 'reflective feedback' where you feed back not just what the person has said, but also HOW they said it.

e.g. "You sound anxious about that"

"You seem to be upset"

If you have not heard their feelings correctly, the speaker then has a chance to respond and correct you if needed.

Use what are called 'probing questions' to gain more information.

e.g. "Why do you think that happened?"

"How do you think it will work?"

Allow silences. People sometimes find it awkward to leave a silence and may give you more information by filling the gap.

A silence up to about 10 seconds may also be used as reflection time, or getting thoughts sorted out.

Effective listeners try to avoid:

- Making judgements
- Interrupting to add their own views
- Providing solutions or answers
- Asking leading and closed questions
- Letting their personal feelings get in the way

Effective listening is about:

- Hearing what people actually wanted to say, not instantly solving their problem
- Helping the other person to listen to his or her own words and find their own solutions
- Keeping calm and controlled

Interpersonal Relationships

Session One - Handout 4

Effective Negotiating Skills

Listen to the view of the other party- Use effective listening skills

Reflect this back to make sure you have heard it correctly- Use effective communication skills

State your own position- Make this situation factual and presented in a calm manner

Note any similarities in your positions- There may be things you already agree on (if nothing else you are both likely to agree on wanting to get the situation resolved)

Note the main areas of disagreement- Focus on the facts and present in a calm manner

Suggest what you might give up, and what they might give up- Look at areas of flexibility in your desires, and suggest the same for them

Suggest what you both might still keep- Highlight the value to them of agreeing to your terms

Ask for their opinion- Allow time for them to consider your suggestion

Repeat the process if necessary- You may have to go through the process several times before an agreement can be reached. (Which may, in some situations, be an agreement that the conflict is going to continue!)

Interpersonal Relationships

Session One - Handout 5

ROLE PLAY SCENARIO

'John has been on the Kainos programme for two months now. He has been doing well, but Paul is starting to annoy him. John feels that Paul is deliberately trying to wind him up, as he keeps coming over and making negative comments. John doesn't want any trouble, and wants to sort out the problem with Paul.

Paul feels that he is 'just having a laugh' with John, and cannot see any problem with 'taking the Mickey'. Paul is also keen to be seen to be doing well on the programme.'

Interpersonal Relationships

Session One - Handout 6

The Nature of Conflict

There is, perhaps, nothing more common than conflict. As a negotiator, conflict may be seen as resulting from:

- The **Different views** of each person within the conflict;
- The **Different ideas** of each person on how the conflict should be resolved .

You can not move toward resolution until each person in the conflict feels they what they want and why has been clearly heard.

Common Ground - Overlapping Interests and Interdependence Along with their sometimes too well-known differences, people in conflict often share much *common ground*, including:

- **overlapping interests** -- participants share in their own relationship, typically have common friends and colleagues, and also have interest in resolving the conflict as quickly as possible;
- **interdependence** -- each participant relies on the other for a resolution to be found
- **points of agreement** -- even when there are many disputed issues, there may still be a number of points of agreement or possible agreement. The wise negotiator assists the parties to identify what they may be easily able to agree on already, which helps with further discussion.

The Evolutionary Nature of Conflict Conflict arises when one or more participants view the current system as not working. At least one party is *unhappy enough with things as they are* that they are willing to *own the conflict* and speak up with the hope of being able to influence the situation to arrive at an improved condition. *Conflict may be viewed as a process we put ourselves*

through try and get our needs met. Consider this in relation to our Kainos community

Through the resolution of conflict, we can, if we choose, change ourselves, our relationships, our community, our society and our world. We have the opportunity to change.

It is no accident that we most often find ourselves in conflict with those with whom we spend the most time -- family, friends, business associates, and fellow organizational members. There is a great benefit, in terms of the quality of our lives, in being able to constructively resolve conflict with those around us.

Interpersonal and Intrapersonal Conflict

Conflict should also be recognized as existing at *two levels*:

- **the interpersonal level;** and *(with other people)*
- **the intrapersonal level.** *(within ourselves)*

Within ourselves, we may be in conflict about what we really want, or are prepared to give up to get what we want. We may be in conflict about how we feel about ourselves, and what it says about us if we agree to negotiate too quickly (or at all!). If not resolved, these can add to the conflict we experience with other people.

Getting to a 'state of agreement'

It is important to note that conflict resolution does not necessarily resolve tensions between parties. Conflict resolution may simply allow each person in the conflict to make enough progress toward his or her desired ends to be able to say there is a more acceptable "*state of agreement*" rather than the uncertain and stressful "*state of disagreement*."

Interpersonal Relationships

Session One - Handout 7

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

My targets for change within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION TWO

PERSPECTIVE TAKING



Inter-Personal Relationships

SESSION TWO: Perspective Taking

SESSION AIM:

- To continue developing perspective taking skills
- To put perspective taking skills into practice

REHABILITATIVE NEEDS TARGETED

- Perspective taking
- Social skills

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- Up to five Mars Bars available
- Five sticky labels/ Post-it notepads for prisoner name tags.

HANDOUTS:

1. Mountain Survival Exercise
2. Kainos Community decision
3. My Learning Points

GROUP MEMBER WELCOME

TUTOR: *(Welcome and introduction to session);*

By now you have had one introductory session into negotiation skills. What did you learn from that session? (Allow time for answers). You have also completed the Focus module. How did this help you to develop perspective? (Allow time for reflective feedback).

The above time is to help participants to re-focus as to the purpose of the group. Re-iterate any forgotten key interventions from previous material.

EXPLAIN: Today we are going to look at how people work together, when placed in a conflict situation, and how perspective taking can help with this process.

TARGETS FOR CHANGE: Ask the group for any examples when they have seen themselves or others practicing the targets for change identified in the previous session.

Time: 10 minutes

Time elapsed: 10 minutes

MORAL DILEMMA: The mountain survival exercise.

HANDOUT: The mountain survival exercise

TUTOR: Go through the handout, making sure that all group members understand the scenario. Split the group into two, and get each sub group to answer the questions in the handout. Emphasise that in this situation there is no RIGHT answer, only things to consider that might change the risk of survival for each member of the group.

TUTOR PROMPTS

1. How could you work together with the other passengers and with these items to increase the likelihood of surviving until you are rescued?

Make a shelter

Stick together for warmth

Take turns in keeping the warmest

Devising a rescue plan

Work out where you are

2. How would you decide whether to walk out, or stay where you are?

Consider time able to survive without rescue

Consider likelihood of rescue

Discuss state of health of the others

3. It emerges that one passenger has a badly broken leg, and cannot be moved.

How would you deal with this situation?

Consider point 2

Gain group agreement

Develop a plan which increases the survival likelihood of as many as possible

DISCUSSION:

ASK: Bring the groups back together, and ask the following questions:

- How easy was that?

Then compare and contrast the two group's conclusions

Get the group to consider what processes they had to go through to come up with their conclusions

TUTOR PROMPTS:

- Taking the view of others
- Taking responsibility
- Decision making
- Fairness
- Making compromises
- Working together

ASK: Is this like real life social or group situations? (Yes- All group processes require the use of these skills in order for that group to function)

LEARNING POINTS

In order for group relationships to function and grow, we need to use many social skills
Egocentric (selfish) thinking only helps in the very short term

Time: 50 minutes

Time elapsed: 60 minutes

MORAL DILEMMA 2:

HANDOUT: *Kainos Community Decision*

TUTOR: Explain that we will look at another group situation, perhaps a little close to home:

The Kainos community has a decision to make. The programme is going well, and most of the group members are sticking to the rules. However eight people are thought to be finding it difficult to remain drug free. They have not been tested positive, but there are rumours that they are both using and trying to deal to others in the community, as well as within their own group. Two of these prisoners have stated previously that they are not getting

much from the programme and are causing disruptions in sessions. However, they still want to be on the programme because it will look good for their parole. Four of the group are desperate to get on top of their drug use, and in all other respects are working well within the programme. The remaining two feel that they would be able to remain drug free if only the others were removed from the programme. Some in the rest of the community feel that all the group members should be removed from the programme immediately and are getting angry that this has not already happened, but the staff know that should this happen, the risk of re-offending for the removed prisoners would be likely to increase dramatically.

The community leader needs to come up with a way to move forward with the staff that restores calm to the community.

DEBATE:

Split the group into two again, and get one group to be the four prisoners who are desperate to remain on the programme. Get the other group to be the community leader and staff.

Get the prisoner group to devise a proposal that they feel would help to resolve the issue, with them remaining on the programme

Get the community group to devise a proposal that will restore calm within the community

Once they have both come up with a proposal, get each group to present to the other, and then come up with a response to that presentation.

TUTOR PROMPTS

Consider the needs of the community V the needs of the motivated V unmotivated prisoners

Consider fairness if the unmotivated prisoners got removed for their drug use, but the motivated prisoners remained

Consider the role of the programme- To reduce risk V the need for community stability

Consider the difficulties of reducing risk if there is no room for change (I.e prisoners have no flexibility for making mistakes)

Consider how everyone's needs should be considered

DISCUSSION

Get the whole group together to consider what issues this dilemma brought up for how groups function and what processes need to be considered (add to the previous dilemma list)

Eg: Fairness, comparing the needs of everyone within the group, considering the purpose of the group, considering individual motivations as well as group motivations

LEARNING POINTS

Working successfully within group processes requires a clear understanding of motivations and views of those within the group

Successful group resolution is focused on the most benefits for the least cost for the whole group, and may not suit all individuals equally

Learning to see the world from other people's points of view can help us to work better within social systems

Time: 50 minutes

Time elapsed: 110 minutes

TUTOR: Bring the group to a close and provide the my learning points handout. Remind the group to highlight their own targets for change as a result of the session

HANDOUT: *My Learning Points*

Time: 10 minutes

Time elapsed: 120 minutes

Interpersonal Relationships

SESSION 2: Handout 1

Dilemma Scenario: Mountain Survival

The Situation

Your charter flight from London to Edinburgh has just crash landed in an uninhabited part of the Scottish borders. It is approximately 12 noon in mid January. The twin-engine, 10 passenger plane, containing the bodies of the pilot and one passenger has completely burned. Only the airframe remains. None of the rest of you have been seriously injured.

The pilot was unable to notify anyone of your position before the plane crashed in a blinding snow storm. Just before the crash you noted that the plane's altimeter registered about 5,000 feet. The crash site is rugged and heavily-wooded area just below the timber line. You are dressed in medium - weight clothing and each of you has a topcoat.

The Problem

Before the plane caught fire, your group was able to salvage 15 items listed on page two. Your task is to rank these items according to their importance to the group's survival. Write "1" next to the most important item, "2" next to the second most important item, and so on to "15" next to the least important item.

Once you have rated these items, please come to a group agreement on the following questions:

Additional Questions.

1. How could you work together with the other passengers and with these items to increase the likelihood of surviving until you are rescued?
2. How would you decide whether to walk out, or stay where you are?
3. It emerges that one passenger has a badly broken leg, and cannot be moved. How would you deal with this situation?

Salvaged Items

Items	1	2	3	4	5
Jackknife					
Sectional air map					
One rifle with ammunition					
One plastic sheet (9' x 9')					
Four pairs of sunglasses					
Small bottle of brandy					
Cosmetic mirror					
12 packets of peanuts					
One pair of skis					
Four wool blankets					
One metal coffee pot					
First aid kit					
Three boxes of matches					
Flashlight (Inc batteries)					
One large candle					

Interpersonal Relationships

SESSION 2: Handout 2 **Kainos Community Decision**

The Kainos community has a decision to make. The programme is going well, and most of the group members are sticking to the rules. However eight people are thought to be finding it difficult to remain drug free. They have not been tested positive, but there are rumours that they are both using and trying to deal to others in the community, as well as within their own group. Two of these prisoners have stated previously that they are not getting much from the programme and are causing disruptions in sessions. However, they still want to be on the programme because it will look good for their parole. Four of the group are desperate to get on top of their drug use, and in all other respects are working well within the programme. The remaining two feel that they would be able to remain drug free if only the others were removed from the programme. Some in the rest of the community feel that all the group members should be removed from the programme immediately and are getting angry that this has not already happened, but the staff know that should this happen, the risk of re-offending for the removed prisoners would be likely to increase dramatically.

Interpersonal Relationships

SESSION TWO: Handout 3

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION THREE

VICTIM AWARENESS



Inter-Personal Relationships

SESSION THREE: Victim Awareness

SESSION AIM

- To link perspective taking and group functioning to victims and victimisation
- To create cognitive dissonance between individual group member crimes and the perspectives of victims

REHABILITATIVE NEEDS TARGETED

- Cognitive distortions
- Perspective taking
- Motivation to change

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Definition of 'Victim'
2. Victim Exercise 1
3. Victim Exercise 2
4. Victim Exercise 3
5. The ripple effect
6. Ripple effect practise chart
7. My Learning Points

GROUP MEMBER WELCOME

TUTOR: In the last two sessions we looked at the importance of being able to see the views of others when considering how we can best live with others. When we do not consider others, and serve only our own ends, we may gain in the short term, at a cost to other people. Today we will be considering how these costs are experienced by others.

TARGETS FOR CHANGE: Ask the group for any examples when they have seen themselves or others practicing the targets for change identified in the previous session.

Time: 10 minutes

Time elapsed: 10 minutes

ASK: What is a victim?- Chartlist the responses, then provide the definition handout

HANDOUT: *Victim Definition*

Within the full definition of the word 'Victim', the Oxford English Dictionary states that a victim is "a person killed or tortured by another, a person subjected to cruelty, oppression, or other harsh or unfair treatment or suffering death, injury, ruin, etc. as a result of an event, circumstance, or oppressive or adverse impersonal agency. Also a person killed, ruined, etc. as a result of his or her own action in seeking to attain an object, gratify a passion, etc." A victim can also be "a person who is taken advantage of; a dupe".

LEARNING POINTS

A victim occurs whenever someone takes advantage of another, to their own benefit, and at cost to the other person

Time: 5 minutes

Time elapsed: 15 minutes

DISCUSSION: BLOCKING OUT OWN VICTIMS

TUTOR: Consider what is going on in this example: Some years ago a resident of Kainos Community was watching television. The television programme at the time showed an old lady getting mugged. This resident got so angry that he shouted at the television because he saw the effect that the crime had on the victim. However, although he was doing a sentence for aggravated burglary he did not feel there were any victims in his offences, as they 'all had insurance'

ASK: Why do you think he could not link what he saw on the television to his own offending?

Discuss with the Group their feelings and perceptions of why it is easier to see someone else's crime or fault rather than our own.

LEARNING POINTS

If we deny there are victims, we are less likely to feel negative emotions such as guilt or shame for our own offending

It is easier to get angry at the behaviour of others, rather than challenge and change our own similar behaviour

If we remain distant from our victims, it allows us to continue offending, but makes it less likely we can develop safe and stable relationships with anyone

Time: 10 minutes

Time elapsed: 25 minutes

TUTOR: In the first part of this session the group will undertake three reflective exercises considering victims.

VICTIM EXERCISE ONE: MAKING OURSELVES VICTIMS

HANDOUT: *Victim Exercise One*

Get group members to complete the above handout on their own. Allow at least five minutes for this in quiet reflection. Encourage participants to soulfully reflect upon what may be a difficult area for some to consider.

At the conclusion of the reflective period for completion of session write the groups responses upon a flipchart under the heading of 'Exercise One.' The emphasis here is to underline to participants if they are honest that they themselves have been victims at some time or another; even if they have victimised themselves by entering prison, as per the dictionary definition.

LEARNING POINTS

We can set ourselves up to be victims

Being a victim is not a pleasant experience

This is what it feels like for victims of offences, but even worse as they have not had any choice in this process

Time: 15 minutes

Time elapsed: 40 minutes

EXERCISE TWO: The victims we create

HANDOUT: *Victim Exercise Two*

Continue as in exercise one allowing quiet reflection. Conclude this exercise as in the previous example, writing responses on a separate flipchart. Display flipcharts upon the group room wall (for learning points at the end of the session).

If the group are finding it difficult to identify any victims in their lives, try to get them to consider extended victims (eg the family of men they assaulted, children who lived in houses they burgled, their own family etc)

NOTE: Tutors need to be aware that exercise two may raise raw emotions with participants. It is important to offer a therapeutic environment to facilitate this. Re-iterate if necessary that further community support is available for those who feel they require it.

LEARNING POINTS

Victims may be direct or indirect

If victims are close to us, our relationships are likely to suffer

If victims are strangers to us, it still affects our relationships with loved ones

One direct victim nearly always creates multiple indirect victims

Time: 15 minutes

Time elapsed: 55 minutes

VICTIM EXERCISE THREE: BEING TAKEN ADVANTAGE OF

HANDOUT: *Victim Exercise Three*

Complete exercise three in a similar way to the above. Ensure three flipcharts are kept on display during the remainder of this session.

LEARNING POINTS

Being made to be a victim is even worse than bringing it upon ourselves

Being taken advantage of makes us feel powerless

Being taken advantage of can produce feelings of resentment and a need for revenge

Victims of offences are likely to feel similar feelings of powerlessness

Through our offences we can be creating situations where revenge attacks become more likely

Time: 15 minutes

Time elapsed: 70 minutes

TUTOR: For some of you the previous exercises may have been very difficult. It is important in life that we learn from our past mistakes and move on in a positive way. If possible you may in some circumstances be able to put right or to restore some of the damage you may have caused. For others this is not the case or possibly more detrimental to the victims. If you have been a victim, again, it is important to be able to learn from the past and move on. Ultimately we can only control our own actions and not the actions of others but if we take responsibility for our actions it does make a difference.

To conclude we will look more at the effects of a crime in relation to victims.

DISCUSSION

TUTOR: Describe how a stone thrown into water causes a ripple and that crime is like this.

HANDOUT: *The Ripple Effect*

Review the handout with the group answering any raised questions and encouraging participants to consider, as we have done previously the consequences of their actions. Some participants may argue the effects of crime and deny wider consequences. Encourage the group to consider the wider effects of an individual crime.

TUTOR PROMPTS

Individual crimes influence family relationships (families as victims)

E.g.- Stress through fear of being burgled again

Family victims result in community difficulties (community as victim)

E.g.- Days of off work due to stress

Community difficulties result in society problems (Society as victim)

E.g.- Taxes lost due to lost work days so less money for hospitals, benefits, etc

Society problems create media reporting (Media as victim)

E.g.- Media demands increased prison sentences as crime seen as getting worse

All the above increases the fear of crime (all levels affected)

E.g.- Individual stress increases in many homes due to feeling that burglary getting worse

E.g.- Offenders get longer sentences- Offenders taken away from their families

LEARNING POINTS

An individual crime can cause many, many victims

Ultimately everyone, including ourselves and our loved ones, become victims too

Time: 20 minutes

Time elapsed: 90 minutes

PRACTISE CHART EXERCISE

HANDOUT: *Ripple Effect Practise Chart*

TUTOR: After reviewing the 'Ripple effects' of crime; issue the second 'Practise chart' for personal consideration by the participants. Encourage participants to consider the wider consequences of one of their own their own crimes (ideally their main offence (or last offence) using the previous handout as a guide). Be prepared to help and participants who struggle with completing this exercise.

TUTOR: Explain that the chart has two sides:-

- Effects on self (Left hand side)
- Effects on others (Right hand side), which could be loved ones, victims, or wider community.

Encourage each individual group member to feedback their ripple effect model back to the rest of the group. In this way others may not have realised some issues when comparing their model to others. Encourage the group to consider how they can reduce the impact for themselves and others in future:

Be aware of the ripple effect

Take responsibility for past victims

Consider strategies in future which take into account the thoughts and feelings of others

LEARNING POINTS

To take responsibility for our past wrong doings, and accept the discomfort of thinking about the victims we have created, is a strong motivator for future change

We are more likely to get our own long term needs met if we create fewer victims

Time: 20 minutes

Time elapsed: 110 minutes

HANDOUT: *My Learning Points*

TUTOR: Get the group to review the work and flipcharts completed within the session and complete the learning point's handout. Remind the group to highlight their own targets for change as a result of the session.

Time: 10 minutes

Time elapsed: 120 minutes

Interpersonal Relationships

Session Three - Handout 1

Victim Awareness

The Oxford English Dictionary states that a victim is:

“a person killed or tortured by another, a person subjected to cruelty, oppression, or other harsh or unfair treatment or suffering death, injury, ruin, etc. as a result of an event, circumstance, or oppressive or adverse impersonal agency. Also a person killed, ruined, etc. as a result of his or her own action in seeking to attain an object, gratify a passion, etc.”

A victim can also be:

“a person who is taken advantage of; a dupe”.

Interpersonal Relationships

Session Three - Handout 2

Victim Exercise 1

Quietly answer the following questions. This exercise is in three parts. The dictionary states that a victim can be *"someone killed or ruined as a result of his or her own action in seeking to attain an object, gratify a passion or similar"*.

Question 1 - Would you describe yourself as a victim or having been a victim according to this definition?

Question 2 - How did/ does being a victim feel? Write down emotions feelings.

Question 3 - Have you been a victim in any other way?

Question 4 - Again, how did that feel?

Interpersonal Relationships

Session Three - Handout 3

Victim Exercise 2

The dictionary also describes being a victim as, "a person killed or tortured by another person" or "a person subjected to cruelty, oppression or other harsh or unfair treatment or suffering, death, injury, ruin as a result of an event, circumstance, or oppressive or adverse impersonal agency".

It is clear that victims are not necessarily just the victim of a direct criminal offence. Victims can occur through other means, some man-made some not, directly or indirectly.

In this exercise consider your own actions and personal responsibility for the past. Remember that the first step in solving a problem is to admit that the problem exists.

Question 1 - Have I ever created a victim through serious crime, cruelty, oppression, harsh or unfair treatment through suffering, death, injury or ruin? Consider direct and indirect behaviour & actions.

Question 2 - How do you feel about Question 1?

Question 3 - If you have caused victims, what is the best way to live your future life?

Question 4 - Following Question 3 what commitments could you make to yourself?

Interpersonal Relationships

Session Three - Handout 4

Victim Exercise 3

Finally the dictionary describes a victim as "a person who is taken advantage of; a dupe".

Question 1 - Have you ever been taken advantage of? How did it feel?

Question 2 - If you have been taken advantage of, or if you have been victimised did you make any commitments or promise to yourself to avoid this in the future? What did you commit to?

Question 3 - Have you duped people and made victims of them? How did that feel? Is this the best course of action?

Question 4 - What positive goals can I set myself as a result of the 3 exercises?

Interpersonal Relationships

Session Three: Handout 5

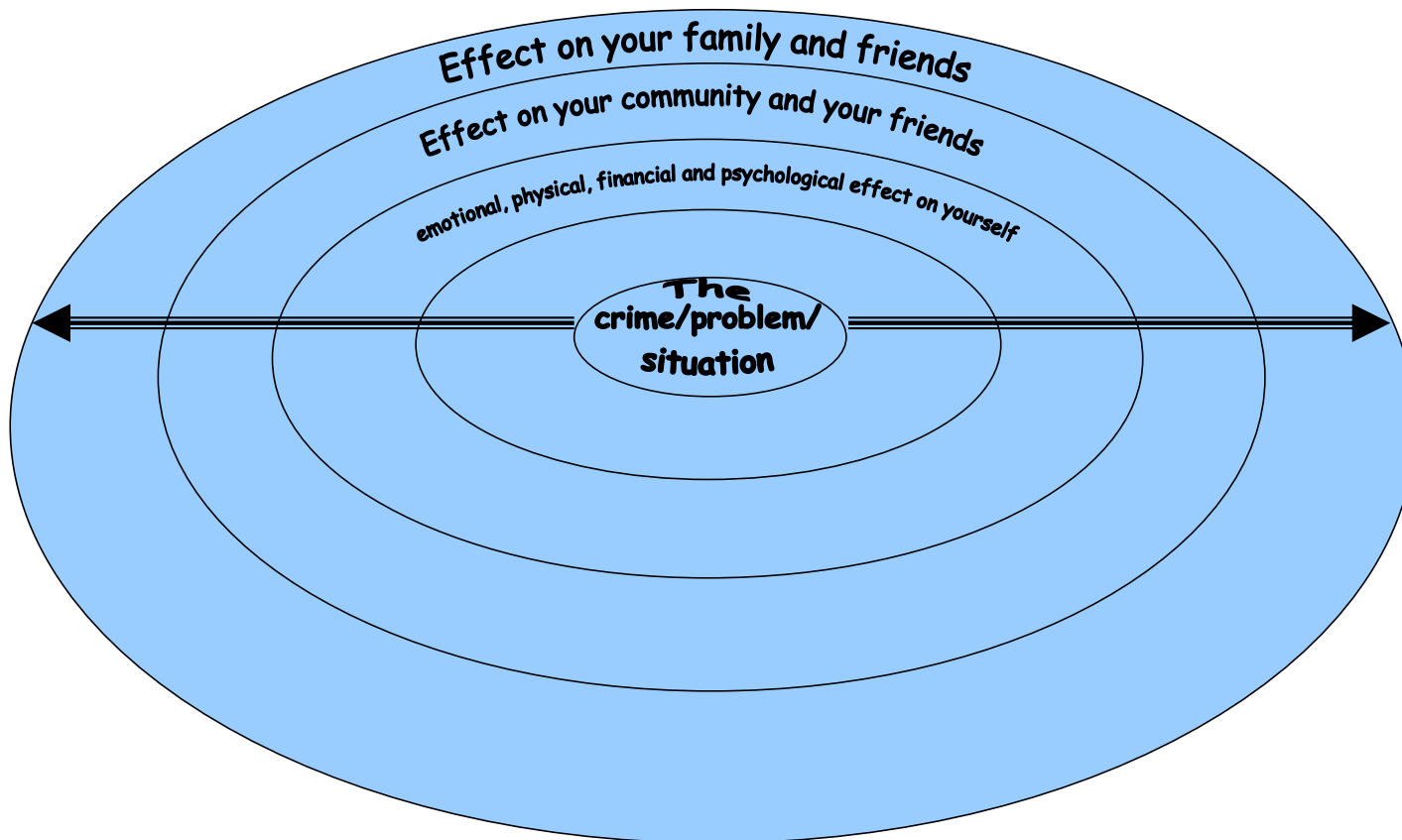
The Ripple Effect



Interpersonal relationships

Session Three - Handout 6

The Ripple Effect Practice Chart



Interpersonal relationships

Session Three - Handout 7

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION FOUR

EMOTIONAL MANAGEMENT



Inter-Personal Relationships

SESSION FOUR: Emotional Management

SESSION AIM:

- To consider unhelpful emotional reactions
- To introduce methods to manage these reactions more appropriately
- Learning where emotions come from

REHABILITATIVE NEEDS TARGETED

- Emotional intolerance
- Impulsivity

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Four personality traits
2. Andy and Mary
3. My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE: Ask the group for any examples when they have seen themselves or others practicing the targets for change identified in the previous session.

TUTOR: In the last few sessions we looked at how taking the views of others can help our social relationships. However, unless we have a clear understanding of our emotions, and how to manage them, it is difficult to do this. Our unhelpful emotions can get in the way and cause us to act based on our feelings, rather than on our thinking.

Within the Kainos community the ability to manage emotions in order to use the social skills we have more effectively is a central focus of treatment throughout the whole programme, and within the community. In the induction programme we looked at managing the emotion of stress, and in the community living module we started to look at how to manage conflict without letting our emotions take control.

However, as you have seen within the community, having emotions is a natural human response to many different situations. In order to have an integrated response, we need not to try and suppress our emotions, but rather understand them and learn helpful ways of working with them. We need to learn how to make emotions our friends, rather than feel like they are our enemies.

It is hoped that in the next few sessions some basic tools can be described, which, if practiced within the community and reflected upon, will help this process to occur.

Time: 10 minutes

Time elapsed: 10 minutes

BRAINSTORM

TUTOR: Encourage the group to brainstorm 'different types of emotional reactions'. Once there is a full list of emotions, encourage the group to go through each one and consider any times when an emotion may have caused difficulties for themselves

TUTOR PROMPTS

Excitement eg Getting so excited that did something without thinking

Lust eg Did something against someone's wishes

Fear eg Fear of a problem that never actually arose

Anger eg Attacked someone without thinking

Anxiety eg Worried about something and could not sleep

Stress eg Get worked up about something I could do nothing about

Sadness eg Reacted to someone as was feeling upset

Depression eg Didn't go to work cos felt too low

ASK: Can these emotions also help us? (yes)

So when do emotions go from helpful to unhelpful? (When they cause problems for us or people around us)

LEARNING POINTS

We have emotions to make us do things

Emotions can be either helpful or unhelpful

It is not the emotions themselves that are the problem, but more about how we react to them

Time: 15 minutes

Time elapsed: 25 minutes

TUTOR: From the list you can see that emotions can fit broadly into three categories: Emotions that make our bodies ready to be more active (excitement, anger, lust), emotions that make our bodies likely to avoid the situation (anxiety, stress, fear) and emotions that leave us doing nothing (worry, depression).

This fits in with what we know about how bodies work- This is called the 'FIGHT, FLIGHT or FREEZE' response, which all animals have to some extent.

FIGHT OR FLIGHT EXERCISE

Split the group into three, and encourage each group to consider what happens to the body when in each of the conditions. (NOTE the physiological mechanism is the same for all three situations, but the behaviour is dependent on learnt experiences):

TUTOR PROMPTS

- Breathing faster
- Heart rate increase
- Hyperventilation
- Sweaty palms or hands
- Feeling elated
- Feeling sick
- Confused thinking/lack of judgement
- Feeling dizzy/light-headed

Encourage the group to discuss these and any other physical symptoms they may experience and how these symptoms may affect their emotions and thinking. Ask them to consider when these emotions move from being helpful to unhelpful:

LEARNING POINTS

The fight, flight and freeze response are all triggered by the same bodily mechanisms- The adrenalin rush

How we react to that adrenalin rush depends on our own physiology and learnt experiences

The more we have reacted to adrenalin in the past in one way, without understanding of the process, the more we are likely to do so in future

Time: 15 minutes

Time elapsed: 40 minutes

CHARTLIST

ASK: So how do emotions get triggered?

Write up their responses, trying to separate them as you write into 'situations' and 'beliefs'

E.g.	Situations	Beliefs
	Loss of a job	Fear of losing a job
	Been flirted with	Thinking you are being flirted with
	Being attacked	Fearing you might be attacked

Once they have come up with a few examples on either side, draw their attention to the two main triggers for emotions: External situations, and Internal beliefs.

ASK: Is it ever possible that our internal beliefs can trigger emotions, even when there is no external situation? (YES)

EXPLAIN: Emotions are designed to make us act. In a life threatening situation, to think about things too deeply could mean the difference between living and dying. BUT, as humans, we can create the belief that such a situation exists, even when it is only in our minds. As we have seen in previous sessions, we can 'act as if...' either helpfully or unhelpfully, as our minds can create false realities.

For example, if someone looks directly at you, you may feel that they are asking for a fight, because this has been your learnt experience. From this assumption, your body develops an adrenalin rush, which makes you ready for action, and also makes you feel threatened, confirming your belief. If you act on this feeling without thinking, you may have created conflict when the reality was the other person was in fact looking past you at the clock behind you, to see what the time was!!!

LEARNING POINTS

Based on our learnt experiences, we can trigger an emotional response that is out of line with reality

Time: 15 minutes

Time elapsed: 60 minutes

EXPLAIN: After a while of reacting in a similar way, we feel this is 'just who we are'. This means that we place our own personal bias on situations, depending on 'who we are'; our personality styles

PERSONALITY TYPES EXERCISE

HANDOUT: *Four Personality Traits*

Provide the handout, go through each personality trait couplet. Encourage each group member to identify which personality trait end they most closely identify with, but also discuss whether they are like this in all situations, or if they have a degree of the other traits too in other situations.

TUTOR: We will read the handout together. In each of the four trait couplets consider which one that you are closest to. Discuss the pros and cons of each.

Extroversion V Introversion

When we talk about "extroversion" and "introversion" we are looking at the two worlds in which all of us live. There is a world inside ourselves and a world outside ourselves. When we are dealing with the world outside of our self, we are "extroverting". When we are inside our own minds, we are "introverting".

We are extroverting when we:

- Talk to other people
- Listen to what someone is saying

- Cook dinner, or make a cup of coffee
- Work on a car

We are introverting when we:

- Read a book
- Think about what we want to say or do
- Are aware of how we feel
- Think through a problem so that we understand it

Sensing V Intuition

This refers to how we gather information.

We are Sensing when we:

- Taste food
- Notice a traffic light has changed
- Memorize a speech
- Follow steps in a plan

We are Intuitive when we:

- Come up with a new way of doing things
- Think about future implications for a current action
- Perceive underlying meaning in what people say or do
- See the big picture

Thinking V Feeling

This refers to how we make decisions.

We are making decisions in the Thinking mode when we:

- Research a product via consumer reports, and buy the best one to meet our needs
- Do "The Right Thing", whether or not we like it
- Choose not to buy a blue shirt which we like, because we have two blue shirts
- Establish guidelines to follow for performing tasks

We are making decisions in the Feeling mode when we:

- Decide to buy something because we like it
- Refrain from telling someone something which we feel may upset them
- Decide not to take a job because we don't like the work environment
- Decide to move somewhere to be close to someone we care about

Some decisions are made entirely by Thinking or Feelings processes. Most decisions involve some Thinking and some Feeling. Decisions that we find most difficult are those in which we have conflicts between our Thinking and Feeling sides.

Judging V Perceiving

This refers to how we process the world around us every day.

We are using Judging when we:

- Make a list of things to do
- Plan things in advance
- Challenge our thoughts about the world
- Stop mulling over an issue so that we can move on

We are using Perceiving when we:

- Act impulsively
- Decide what to do as we do it, rather than forming a plan ahead of time
- Do things at the last minute

The differences between Judging and Perceiving are probably the most marked differences of all the four preferences. People with strong Judging preferences might have a hard time accepting people with strong Perceiving preferences, and vice-versa.

Encourage each group member to go through the handout and place an X on the continuum between each trait preference, and ask them to state why they have put it there.

Ask the group then to think about each continuum, and whether they would like to move their X either one way or the other- I.E identify what they would like to be more of: (eg quite introvert and would like to be more extrovert etc)

LEARNING POINTS

Our personality styles determine how we behave

With awareness, we can choose to change these reactions

Time: 20 minutes

Time elapsed: 60 minutes

TUTOR: Once we have an awareness of our personality styles, and how, and in what situations we would like these styles to be different, we can start to develop strategies to get us there. We need to plan for this, because if we are faced with the situations without a plan, we can only then react according to our 'natural style'.

FLIPCHART

Encourage the group to consider what we can all do to reduce the impact of our unhelpful emotions. Split the discussion into three parts- What to do before we become emotional, what to do when we become emotional, what to do after we have been emotional. Explain that we will look at stress as an emotional example, but the strategies we are talking about can be useful for most emotions:

Example trigger: Someone has not telephoned you, when you were expecting it- They call two days later to say their phone line had been cut off.

Before we become emotional

Gather more information about why the person did not phone

Tell self that there will be a good reason for this, you just need to find it out

Put a plan in motion to gather information

When we become emotional

Practice relaxation eg deep breathing

Talk to others to distract self

Think about the positive reasons why the person may not have called

Remind self of previous worries when they were unfounded

Go and do some exercise to distract self and relieve stress

After we have been emotional

Remind self that the worry was unfounded again

Create a plan for self talk next time something does not happen as expected

Encourage the group to consider how this example could have gone wrong, and destroyed that relationship, if they anxiety had been allowed to get out of hand.

Then ask each group member to consider how they might need to manage a stressful situation, given their own particular personality style.

LEARNING POINTS

We have the skills to be able to manage our emotions, as long as we put in a plan before our emotions become overwhelming

We need to make our plan appropriate to our personality style (what works for others may not work for us)

We need to challenge our unhelpful beliefs as soon as we can

Every time a situation has occurred, it is useful to remind ourselves of what we have learnt that will help us for next time

Time: 15 minutes

Time elapsed: 75 minutes

ROLE PLAY

EXPLAIN: We will now look at a situation in a little more detail, and practice some of these skills 'as if..' it was a really happening

HANDOUT: *Andy and Mary*

Andy and Mary have been seeing one another for over a year. Mary is angry with Andy because whenever they arrange to meet he is always late. Mary hates standing around in public places because she feels self conscious. Andy is sometimes held up at work and cannot help being late, however he also uses this as an excuse sometimes.

Generate a discussion on the likely personality styles of these two characters, and the things they might each need to be mindful of in order to keep the relationship safe, but still try to resolve the issue:

Tutor prompts

Mary: More towards introversion, intuition, feeling, perceiving

Andy: More towards extroversion, sensing, feeling, thinking

Then ask two participants to do the role play. Split the observers into Mary and Andy supporters, and in the role play get them to consider, for their character, what emotions were being expressed, what worked well in helping to manage those emotions, and what still could have been improved upon to help manage the emotions better and resolve the situation.

LEARNING POINTS

In order to manage emotions within relationships, we need to understand our own personality styles and the styles of others (Which might create very different expectations from the same situation)

With understanding, we can prevent our emotions controlling us, and can support others in managing their emotions better too

Emotions show that things are important, and if managed helpfully, can be strong motivators for change

Time: 35 minutes

Time elapsed: 110 minutes

TUTOR: We have considered which personality we are closest to. Write down in your learning points the changes that perhaps you realise you need to make.
For example, you may feel that you are too extrovert and need to calm down a little.

HANDOUT: *My Learning Points*

Summarise by reflecting upon the 'Strategies' flipchart' and draw together conclusions; ensuring participants write down learning points for their own personal reflection, and identify personal targets for change as a result of the session.

Time: 10 minutes

Time elapsed: 120 minutes

Interpersonal Relationships

Session Four - Handout 1

The Four Preferences

The Four Preferences are:

I tend
to be
more:

1. <u>Extroversion</u>	<u>Introversion</u>
2. <u>Sensing</u>	<u>Intuition</u>
3. <u>Thinking</u>	<u>Feeling</u>
4. <u>Judging</u>	<u>Perceiving</u>

Extroversion and Introversion

When we are dealing with the world outside of our self, we are "extroverting".
When we are inside our own minds, we are "introverting".

We are extroverting when we:

- Talk to other people
- Listen to what someone is saying
- Cook dinner, or make a cup of coffee
- Work on a car

We are introverting when we:

- Read a book
- Think about what we want to say or do
- Are aware of how we feel
- Think through a problem so that we understand it

Sensing and Intuition

The "SN" preference refers to how we gather information.

We are Sensing when we:

- Taste food
- Notice a traffic light has changed
- Memorize a speech
- Follow steps in a plan

We are Intuitive when we:

- Come up with a new way of doing things
- Think about the consequences of our behaviour
- See the big picture

Thinking and Feeling

This refers to how we make decisions.

We are making decisions in the Thinking mode when we:

- Do "The Right Thing", whether or not we like it
- Choose not to buy a blue shirt which we like, because we have two blue shirts
- Establish a plan to follow for succeeding in a task

We are making decisions in the Feeling mode when we:

- Decide to buy something because we like it
- Don't tell someone something which we feel may upset them
- Decide not to take a job because we don't like the work environment
- Decide to move somewhere just to be close to someone we care about

Some decisions are made entirely by Thinking or Feelings processes. Most decisions involve some Thinking and some Feeling. Decisions that we find most difficult are those in which we have conflicts between our Thinking and Feeling sides.

Judging and Perceiving

This refers to how we live our lives on a day-to-day basis. People with the Judging preference want things to be neat, orderly and established. The Perceiving preference wants things to be flexible and immediate. Judgers want things settled, Perceivers want things open-ended.

We are using Judging when we:

- Make a list of things to do
- Make plans
- Challenge our thoughts
- Let a problem go

We are using Perceiving when we:

- Act impulsively
- Decide what to do as we do it, rather than forming a plan ahead of time
- Do things at the last minute

The differences between Judging and Perceiving are probably the most marked differences of all the four preferences. People with strong Judging preferences might have a hard time accepting people with strong Perceiving preferences, and vice-versa.

Interpersonal Relationships

Session Four – Handout 2

Andy and Mary

Andy and Mary have been seeing one another for over a year. Mary is angry with Andy because whenever they arrange to meet he is always late. Mary hates standing around in public places because she feels self conscious. Andy is sometimes held up at work and cannot help being late, however he also uses this as an excuse sometimes.

Interpersonal Relationships

Session Four – Handout 3

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION FIVE

EMOTIONAL MANAGEMENT

Inter-Personal Relationships

SESSION FIVE: Emotional Management

SESSION AIMS:

- Introduction to understanding anger as an emotion
- To see why anger can be a problem
- To identify anger triggers

REHABILITATIVE NEEDS TARGETED

- Cognitive distortions
- Impulsivity
- Emotional intolerance

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Course Overview
2. Graph of my anger emotion triggers.
3. Primary thoughts and Feelings
4. Types of primary thoughts and feelings
5. My Learning Points

GROUP MEMBER WELCOME

TARGETS FOR CHANGE: Ask the group for any examples when they have seen themselves or others practicing the targets for change identified in the previous session.

Time: 10 minutes

Elapsed time: 10 minutes

TUTOR: As part of emotional management in the Interpersonal Relationships Intervention we will be exploring the theme of 'anger'.

FLIPCHART: Anger within interpersonal relations

ASK: What is the function of anger?

TUTOR PROMPTS

It motivates us for change
It allows us to confront harm or threat (adrenalin) or to right a wrong
It makes us express how we are really feeling
It makes others aware that they have crossed an unacceptable line

ASK: Why do you think we look at anger within the interpersonal relations module?

TUTOR PROMPTS

Anger is directed towards other people
Anger influences relationships
Anger can feel as though it is caused by other people
Anger can be a way of trying to control relationships
Anger, poorly expressed can cause relationships to end

LEARNING POINTS

Anger is a natural human emotion, often experienced within relationships

Anger has several positive functions

Without understanding and effective management, anger can cause difficulties within relationships

Time: 10 minutes

Elapsed time: 20 minutes

TUTOR: We have all experienced anger throughout our lives. We are also all aware that sometimes people deal with the emotion of anger in an entirely inappropriate way. Managing anger for many people is a problem.

EXERCISE: Brainstorm 'Why anger can be a problem'.

Get the group to consider how else, apart from having a negative influence on relationships, can anger cause problems for ourselves and other people, if not managed effectively.

TUTOR PROMPTS

Ending up in fights

May end up in more trouble with the law

May set up feuds/retaliation/revenge cycles

May cause us to feel dissatisfied in ourselves

May cause us to focus on what is wrong in our lives, not what is right

Collate Group's summaries and hang up on the wall.

LEARNING POINTS

It is not anger that is unhelpful, but rather our methods of managing it

Time: 15 minutes

Elapsed time: 35 minutes

TUTOR: In the next few sessions we will highlight four potential outcomes which happen when we are angry. Although anger can be used in a helpful way, obviously we know however that anger can be very destructive and harmful to others if it is

not managed correctly. In some ways we can compare anger to electricity. Electricity, when it is not managed and left 'wild' (such as lightning) can be harmful and destructive. When we learn to control and channel electricity appropriately it can be used positively.

In these sessions we will not cover anger management skills, as you will learn what works best for you through practice within the TC. Rather, these sessions are designed to give you an awareness of triggers of anger, the functions of anger, the four outcomes of anger and the consequences of those outcomes.

HANDOUT: *Overview of anger process.*

ANGER TRIGGERS DISCUSSION

ASK: So where does the feeling of anger come from?
 Why do we tend to get angry?
 What are the internal and external factors that cause us to get angry?

TUTOR PROMPTS

External factors:

Something does not go right- Situational factor
Someone says something to rile us- Interpersonal factor
Our basic needs are not met- Environmental factor

Internal factors:

We think about something in a negative way- Negative thoughts
We compare ourselves negatively to others- Unfairness
We think about how someone has no right to say or do something to us- Entitlement
We feel threatened and think we have to protect ourselves- Fear

ASK: So what needs to happen for an external factor to end up with us feeling angry?

(We have to think about it, feel negatively about it in some way, then experience anger)

NB: If the group are having trouble with this concept, get them to think about whether everyone always reacts to the same external factors in exactly the same way. (NO) For

example, would a peaceful monk and a very angry person react to being told off in a different way? (YES)

LEARNING POINTS

In order for external factors to influence, we have to process that information internally in a way that makes us feel angry

It is ALWAYS our own internal factors that make us feel angry

Time: 20 minutes

Elapsed time: 55 minutes

TUTOR: We would like you now to identify what are specific anger triggers for you.

By 'trigger', what we mean is the internal thought or feeling that leads to anger. Lets be very clear that outside influences do not determine emotions (for example he made me angry because he did not give me respect.) We get angry because of how we label emotions through our thought process, (we choose to get angry because of our beliefs or perception about what happened) The situation or event does not determine the emotion.

ANGER TRIGGERS EXERCISE

HANDOUT: *Graph of anger triggers.*

TUTOR: The handout shows a scale by the side as to what makes you feel more angry. You may use some of the comments previously written to consider what your triggers are. Your reaction to outside influences determines how angry you become in certain situations or circumstances. The scale of nought to ten on the handout can be used as a visual tool to identify how we allow ourselves to become angry because of how we feel in certain situations or circumstances.

Encourage each group member to go through the process of thinking about the external factors they can react to with anger. Ask them to write five or six situations on the graph, placing them on the scale of how angry they situations make them feel.

HANDOUT: *Primary thoughts and feelings*

Explain: When we get angry to a situation, there are always what are called 'primary thoughts and feelings', which cause us to react to that situation in the way that we do. However, when we have reacted with anger for such a long time, or have never stopped to look at the underlying reasons why we are getting angry, it can feel as though the anger 'just happens'.

Put up the following situation on the flipchart and encourage the group to complete the thoughts, primary and secondary feelings sections:

Situation: Someone made a sarcastic remark

Primary Thought: 'They have no right to talk to me like that'

Primary Feeling: Uncomfortable about being put down

Secondary feeling: Anger to compensate for feeling uncomfortable

BUT if you were to ask this person why they got angry, their instant response would be likely to be 'Because someone made a sarcastic remark'.

ASK: In this example why do you think the person felt uncomfortable about being put down?

TUTOR PROMPTS

May not feel comfortable about himself

May lack confidence

May feel threatened (anxious) when people put him down

If the group are having trouble with this concept, encourage them to consider- How might this person react if they were so confident in themselves that they did not care what other people said to them? (Unlikely to feel uncomfortable so unlikely to get angry)

LEARNING POINTS

Anger is mediated by primary thoughts and feelings, that we are often not aware of

Time: 20 minutes

Elapsed time: 75 minutes

TUTOR: So, in order to tackle any problem it is important to identify the problem first of all. Why is the problem there? What are the roots of that problem? For example, if your anger trigger is 'Low self esteem' (or self worth) why is that so? Some of these questions have uncomfortable answers. By being able to identify these triggers we can re-train how we respond.

Encourage the group each to take one external trigger from the their trigger sheet, and identify the primary thoughts, and possible primary feelings, which then cause them to become angry. NB if they have problems with identifying the primary feelings, normalise this, but ask them to think some more about it for cell work.

HANDOUT: *Types of primary thoughts and feelings*

THOUGHT	FEELING
How dare they!	Insecure
I feel threatened	Fear
I can't let them do that I need to show them whose boss	Low self esteem/confidence
I have a right to react My needs have to be met	Entitlement/egocentrism

Ask each group member to feedback their responses, and gain observations from the rest of the group.

LEARNING POINTS

It can be difficult at first to identify primary feelings
With practice, it can help us to be more accurate about how we feel
If we know how we really feel, we can identify more helpful ways of managing those feelings

Time: 25 minutes

Elapsed time: 100 minutes

HANDOUT: (3 blank sheets per person)

TUTOR: The homework sheet is for you to reflect upon the top three issues that make you most angry. What are the initial thoughts and feelings that make you so angry? You may not know the answer immediately, but spend time trying to think about it. This will be collected in the next session. There is no 'right or wrong' however try to write down some reflections.

If required go through several more examples to help explain the process eg:

Situation: Someone making a negative comment about a family member

Thoughts: I have to protect my family's reputation
They are challenging me if they challenge my parents
They have no right to have that opinion

Primary feelings: Responsible/protective
Unsafe
Challenged

Time: 10 minutes

Elapsed time: 110 minutes

HANDOUT: My Learning Points

Encourage the group to focus on the targets for change they can monitor in relation to triggers for anger between now and the next session

Time: 10 minutes

Elapsed time: 120 minutes

Interpersonal Relationships

Session Five - Handout 1

Overview

TRIGGERS

PRIMARY THOUGHTS AND FEELINGS

FUNCTION OF ANGER

FOUR ANGER OUTCOMES (SHORT TERM)

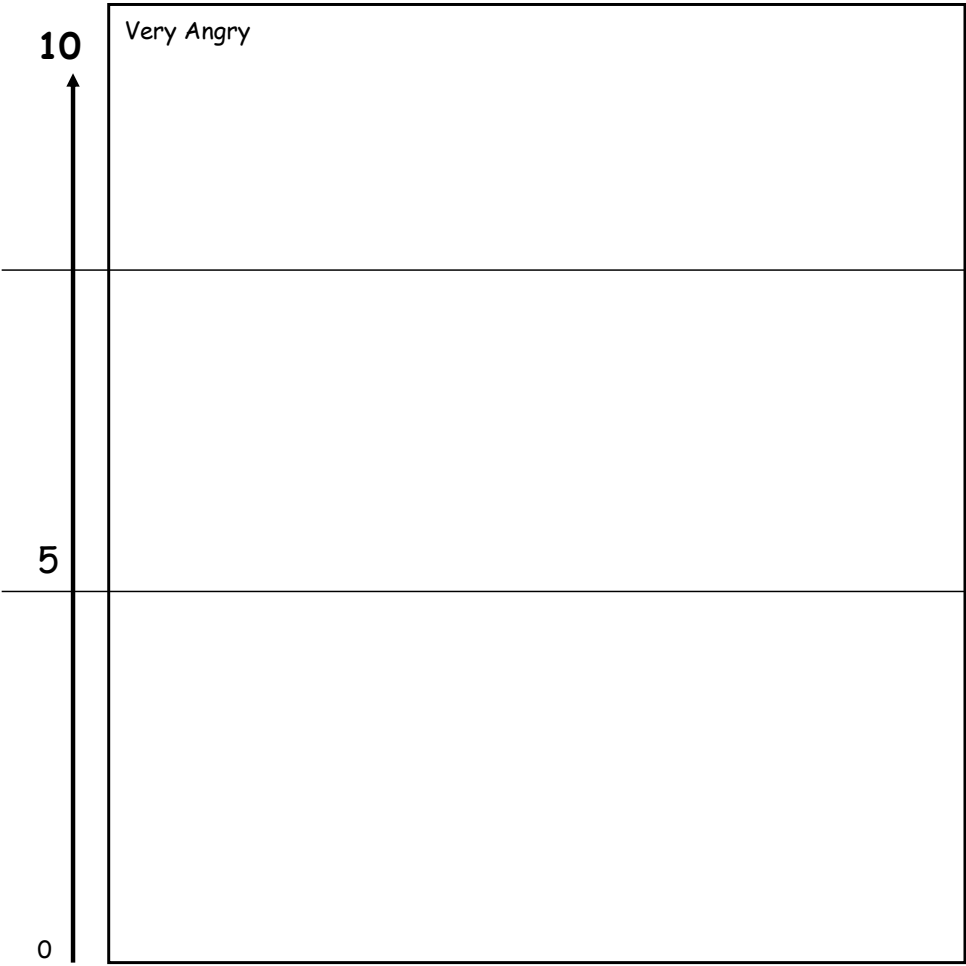
LONG TERM ANGER OUTCOMES

Interpersonal Relationships

Session Five - Handout 2

Graph of my Anger Triggers

Identify below your reaction to certain situations or circumstances. Draw these on the scale - 10 is 'Very Angry', 0 is 'Not at all angry' (calm)



Interpersonal Relationships

Session Five - Handout 3

Use the space below to reflect upon the above statement. You may not know the answer - this is an opportunity to reflect. This will be discussed in the next session. There is no 'right or wrong' however try to write down some reflections.

Primary thoughts and feelings

Situation	Primary thought	Primary feeling
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Interpersonal Relationships

Session Five - Handout 4

EXAMPLES OF PRIMARY THOUGHTS AND FEELING

THOUGHT

FEELING

How dare they!

Inner insecurity

I feel threatened

Fear

I can't let them do that

I need to show them whose boss

Low self esteem/confidence

I have a right to react

Entitlement

My needs have to be met

Interpersonal Relationships

Session Five - Handout 5

My Learning Points

The learning points for me from this session are:-

Things I have learnt from this session:-

The targets for change I need to set from the things I have learnt are:-



INTER-PERSONAL RELATIONSHIPS

SESSION SIX

EMOTIONAL MANAGEMENT

Inter-Personal Relationships

SESSION SIX: Emotional Management

SESSION SIX:

- Dealing with emotion triggers

SESSION AIMS:

- Dealing with emotion triggers
- How we react to stressful situations
- The functions of the emotion of anger.

REHABILITATIVE NEEDS TARGETED

- Impulsivity
- Cognitive distortions
- Emotional intolerance

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Fight/Flight Response
2. The functions of anger
3. My Learning Points

GROUP MEMBER WELCOME

TUTOR: Ask the group to feed back on the outcome of practicing their own targets for change.

DISCUSSION

Ask the group to feed back on the primary thoughts and feelings exercise, and offer praise to anyone who has been able to identify a primary thought linked to a primary feeling. Emphasise again how difficult this can be to begin with. Also ask the group to consider their own targets for change from the previous session, and how anyone may have successfully challenged their desire to act on feelings of anger.

LEARNING POINTS

There are many situations which can prompt feelings of anger
It is possible to behave differently, if we look at our own thoughts and feelings more deeply
We can use anger to help with change, without having to destroy relationships

Time: 20 minutes

Elapsed time: 20 minutes

TUTOR: In this session we are going to look in a little more detail at why we respond the way we do in certain situations. It is part of our design that when we feel under threat or in a stressful situation we tend to react in certain ways.

HANDOUT: *Fight/Flight Response.*

(Tutor to note that this handout is also used as part of the 'Stress Management' Module).

TUTOR: As we have seen previously, it is in-built into our nervous system to react under stress in certain ways outlined on the diagram.

FIGHT OR FLIGHT REVIEW DISCUSSION

Encourage the group to review the principles of the fight-flight response.

TUTOR PROMPTS

Fight - this is when we react to a stressful situation with verbal or physical aggression. Physical changes occur in our body - muscles tense, we change our body language, blood is pumped quicker around the body therefore heart rate increases to name but a few. These physical changes indicate we are preparing for conflict.

Flight - this is when our automatic reaction is to flee or escape from immediate stress or danger. However, similar physical changes happen as in the 'fight' mode.

Freeze- This is when the anxiety response overwhelms our reactions to the extent that we become 'frozen with fear'.

LEARNING POINTS

This fight or flight response is hard wired into our basic bodily responses, and is shown by all mammals to some extent.

The manner in which we experience this bodily response also depends on our learnt experiences and (unlike all other animals) beliefs that have arisen from those experiences

Humans are the only animals that can trigger a fight or flight response in the absence of any clear external threat- Just by thinking about it!

Time: 10 minutes

Elapsed time: 30 minutes

BODY AND BEHAVIOUR DISCUSSION

TUTOR: It is important to note that these are the body's hard wired response to stress.

ASK: What does this mean?

TUTOR PROMPTS

BODY RESPONSE:

The fight or flight response (adrenalin rush)

SECONDARY BEHAVIOUR RESPONSE

The behaviour that occurs in response to the adrenalin rush eg

Winding self up even more

Attacking someone

Shouting at someone

Avoiding the situation

Talking yourself down

Expressing your opinions when feeling calmer

Finding a solution where your needs are met, without harm to others

LEARNING POINTS

If we can learn to manage our reaction to stress by using our brain's higher functions we are less likely to end up in a fight/flight situation.

Our secondary behaviour response can include 'Self Talk' (Focus module) where we calm ourselves down with thoughts such as "I can deal with this calmly" or "Don't react immediately".

Time: 15 minutes

Elapsed time: 45 minutes

CONSEQUENCES DISCUSSION

Go through the handout with the group, encouraging them to think about what happens to our beliefs, and behaviours, after repeated use of each type of response, IE what the short and long term consequences are:

TUTOR PROMPTS

FIGHT RESPONSE:

May protect us when someone is attacking us

Then learn to see more situations as potentially threatening

Fight more often, 'just in case'

React with violence more quickly

May live feeling more angry in general

Seen as angry by others and avoided
Loss of relationships
Increased risk of health problems (body in hyper-arousal state)

FLIGHT RESPONSE

May protect us when someone is attacking us
May become more fearful
May avoid any possible conflicts 'just in case'
May live feeling more anxious in general
To anxious to make relationships with others
Loss of relationships
Increased risk of health problems (body in hyper-arousal state)

COPING RESPONSE

May help us to resolve a potentially threatening situation without becoming violent
Allows us to feel in control of ourselves and our lives
Predicts that in similar situations, we will cope well, therefore fight or flight switched off
May live feeling more confident in general
Helps to build relationships

LEARNING POINTS

Repeated fight or flight reactions can cause us to have beliefs about ourselves and people around us that make these reactions likely to occur more often

The coping response can allow us to feel more in control, and less in need of the fight or flight response.

Time: 20 minutes

Elapsed time: 65 minutes

TUTOR: However, as we noted in the last session, anger is not always a bad thing. So why is it there? Why do we have anger? What is its purpose?

EXERCISE:

Divide Group into three and ask them, building on what was started in the last session, to consider what the positive functions of anger are, and what situations anger could be useful. Ask them to write their answers on a flipchart for presentation back to the larger group.

TUTOR PROMPTS

Gives Energy- Well known cases of people lifting up cars to save a knocked down child.

To change a situation- Anger may stop a situation from getting out of hand, or may make a situation get out of hand even more quickly.

Express Feelings verbally- Allows us to express what we feel, not just what we think (we may edit what we are saying less due to anger- Can be helpful for honesty)

To Defend- If we are being actually physically attacked, allows us to have increased strength and alertness to react.

Express Feelings non-verbally- It can allow others, without us even saying anything, to know how we are feeling- Helpful in situations when we want others to know how important/serious the situation is

Motivates to- Make a complaint to someone (if not over the top)
- Campaign for a worthwhile cause

After discussion in the big group, provide the handout, and compare and contrast their answers

HANDOUT: *The Function of Anger.*

TUTOR: This handout highlights some of the main functions of anger - let us see how your answers compare - you may have additional functions.

LEARNING POINTS

Anger, when used appropriately, can be helpful in many different situations

Time: 15 minutes

Elapsed time: 80 minutes

EMOTIONAL BALANCE DISCUSSION

ASK: So when do we know when our emotions move from appropriate to out of balance?

Encourage the group to identify any situations they have experienced in the past when their emotions have moved from helpful to unhelpful- Draw out from their experiences the following observations:

TUTOR PROMPTS

When our reactions interfere with long term goals eg building relationships (loss of relationships)

When our reactions seem excessive to the situation eg Assaulting someone for looking at us the wrong way (loss of control)

When our reactions seem to become our main or only way of reacting to world around us (loss of personal choice)

When our reactions hurt important people in our lives (loss of attachment)

When our reactions cause us physical or social difficulties e.g. health, prison (loss of physical or social freedom)

LEARNING POINTS

Our emotions are becoming out of balance when in the long run we are losing more than we are gaining

Our emotions are becoming out of balance when we can **ONLY** think about that emotional moment (ie focus only on perceived short term gains)

Time: 20 minutes Elapsed time: 100 minutes

Hand out the learning points sheet, encouraging the group to focus on what targets for change they will be setting themselves as a result of this session.

HANDOUT: *My Learning Points*

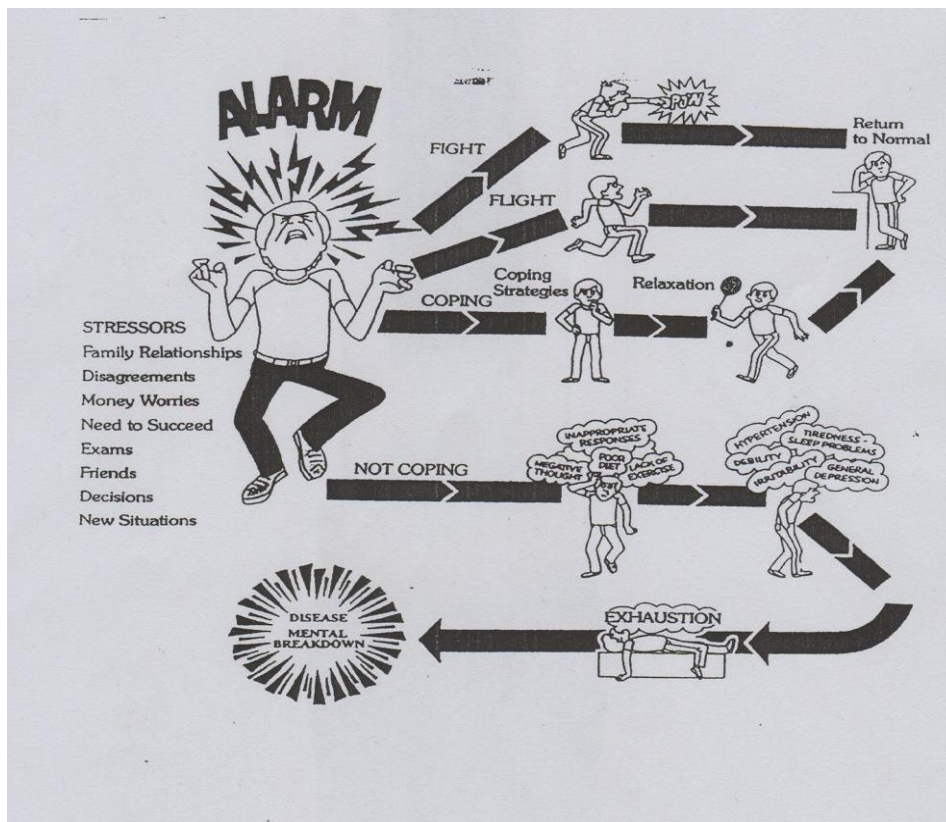
Time: 10 minutes Elapsed time: 110 minutes

Interpersonal Relationships

Session six - Handout 1

Fight/Flight Response

The diagram shows how we can cope, or not, to stressful situations.



Interpersonal Relationships

Session six – Handout 2

The Functions of Anger

Listed below are the main functions of anger.

Gives Energy

Physical changes occur in our body, which help us to 'raise our game' - the heart beats faster, more oxygen is pumped through our blood and thinking skills can be improved.

To change a situation

Anger may stop a situation from getting out of hand, or may make a situation get out of hand even more quickly.

To Express Feelings Verbally

For some anger may help them to communicate deep-seated feelings which need to be expressed, for others it may lead them to say things without thinking, that they later regret, or 'explode'.

To Defend

When we are under threat our 'fight' mode may kick in. If we or our loved ones are under threat this is a natural response. Our response needs to be measured, justifiable and appropriate to the situation. Being aware of our physical responses is important so that we are not 'out of control'.

To express Feelings non-verbally

Our body language can communicate much of what we are feeling. Anger produces physical changes and responses, which others who are aware can pick up upon. Flushed face is an example.

To motivate

Anger can force us to do something about the situation, but we have to be careful not to do this too quickly, or without thinking

Anger, can allow us to feel strong, powerful and in control.

Anger can also motivate us to get involved in bigger problems, eg good causes, demonstrations etc.

Interpersonal Relationships

Session six - Handout 3

My Learning Points

The learning points for me from this session are: -

I have benefited from this session because of: -

The targets for change I need to set for myself within the TC as a result of this session are: -



INTER-PERSONAL RELATIONSHIPS

SESSION SEVEN

EMOTIONAL MANAGEMENT

Inter-Personal Relationships

SESSION SEVEN: Emotional Management

SESSION AIMS:

- To be aware of differing types of anger
- To identify personal types of anger
- To identify personal needs of anger

REHABILITATIVE NEEDS TARGETED

- Impulsivity
- Cognitive distortions
- Emotional intolerance

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. The four outcomes of anger
2. My needs underlying anger
3. Positive confrontations
4. My Learning Points

GROUP MEMBER WELCOME

TUTOR: Ask the group to feedback on real world practice of their targets for change

Time: 15 minutes

Time elapsed: 15 minutes

TUTOR: So far we have looked at the Triggers for anger, the fight/flight response and the function of anger. Now we will consider the behavioural outcomes of anger, and what needs we are trying to get met by these behaviours.

There are four ways in which anger can be demonstrated. It is important to note that we can each act in any of these four ways to some extent, however for some, one type or one 'outlet' of anger may often be chosen or used more compared to the other alternatives.

ANGER AND CHOICE DISCUSSION

Ask: Do we choose how we respond when we are angry or do we have no control over anger?'

Write question on flipchart and discuss answers, writing down key points.

TUTOR PROMPTS

Before we process a situation- It is ONLY that- JUST a situation

We choose what we think next

We choose to escalate the situation in our mind or not to a threat

We decide on the level of threat we choose to perceive

We choose how we are going to react to that level of perceived threat

We choose the intensity of that reaction

We constantly are reappraising that situation as we act

E.g. Someone bumps into us..... Is it a threat we need to get angry about?

Answer: It depends- But we can make a situation into a threat by the choices we make next:

We choose what intent for harm/ridicule/put down etc we think is there

We choose to predict what we think will happen next

We choose to predict what will happen if we don't instantly react
We choose to see that person in a certain way that allows us to act

LEARNING POINT

Whatever the situation, even for the most instant of reactions, a thought process has been involved which has caused us to turn a situation into some sort of threat (to our physical safety, our status, our self respect etc)

Time: 20 Minutes

Elapsed time: 35 minutes

TUTOR: The previous discussion may be vital for some of you. We do not simply react - there is a thought process even for the most instant of actions. Even the fight/flight response is triggered by a thought. We then choose between one of four behaviours we can arise from feelings of anger, based on our learnt experiences and belief systems

DISCUSSION: THE THREE OUTCOMES OF ANGER

HANDOUT: *The Three Outcomes of Anger*

Provide the handout, and ask the group to read through each outcome one at a time- Elicite their views on each outcome- and what people are trying to achieve when they use each outcome:

Outcome 1, Assertion

Need to resolve the situation

Feel positive about themselves

Feel in control

Maintain positive/healthy relationships

Safety

Outcome 2, Aggression

Need to resolve the situation

Feel positive about themselves

Feel in control

Safety

Outcome 3, Avoidance

Need to reduce feelings at all costs

Avoidance of conflict

Not have feelings challenged

LEARNING POINTS

All three outcomes are trying to get some similar needs met

Assertion gets most needs met

Only assertion is more likely to allow healthy relationships to continue

Time: 20 Minutes

Elapsed time: 55 minutes

TUTOR: It is important that you use this knowledge within the community, to try and consider what needs you are trying to get met in yourself, and what might be the best form of assertion for yourself, when these needs are not being met

INDIVIDUAL EXERCISE

HANDOUT: *Emotional needs checklist*

Provide the handout, and ask each group member to try and consider when they get angry, what needs they are trying to get met in themselves, and how firstly they can get these needs met in a way which maintains their relationships with others, and secondly can helpfully confront a situation when their needs are not being met.

Provide the following example on the flipchart.

<i>Personal Functions of anger</i>	<i>How to get this need met and maintain relationships</i>
------------------------------------	--

Feel good about me	Do things which others can praise me for Do things I can feel good about
Keep me safe	Build trusting relationships with others Avoid putting myself at physical risk
Keep in control	Relaxation/martial arts Self talk

Keep true to myself

Plan how to behave, and stick to it
Ignore the influence of others

Encourage the group to think what life would like for them, if they were able to experience these needs on a regular basis without the need for anger or feeling emotionally overwhelmed.

LEARNING POINTS

If we are getting our needs met that underlies our anger, it makes it less likely that we will respond to situations with anger, unless we are actually physically in danger (not just thinking we are!)

It makes it more likely that we can replace anger in our lives with more satisfying emotions eg love, affection, safety, and only have to use anger when it is really necessary.

Time: 20 Minutes

Elapsed time: 75 minutes

TC MONITORING EXERCISE

HANDOUT: *Assertion/Positive Confrontation*

Explain: As we have stated earlier, there are times when expression of anger is appropriate, or can be used to help motivate us to resolve a situation helpfully.

Ask the group to be mindful of how they are using anger in the TC at the moment, and monitor the extent to which this anger is in balance with getting their long term needs met.

Provide the handout, and explain that this cell work will allow them to reflect upon how they could react in the situations provided which make it more likely that their long term needs are met, and this will be looked at in more detail in the next session.

Encourage the group to consider any high risk situations for anger within the TC, and how they could plan to manage these situations differently. Draw up a list of these coping strategies, and ask each group member to chose one they will take away as a target for change, for review in the next session.

Time: 20 Minutes

Elapsed time: 100 minutes

HANDOUT: *My Learning Points*

TUTOR: Remind the group to take one target for change from the list, and note their use of this for the next session.

Time: 10 Minutes

Elapsed time: 110 minutes

Interpersonal Relationships

Session Seven - Handout 1

The Three Outcomes of Anger

It is important to know that when we are angry there are three possible routes (or outcomes) we can take. Some people tend to choose one option regularly which can cause more problems than they seek to solve.

Outcome 1, Positive Confrontation/Assertion

This option is positive and shows a good coping response. You know when you are using positive confrontation or assertion when you:

- Express your true feelings without causing fear or anger in others
- Are able to see the other person's point of view
- Have a clear idea of how you want to feel after the confrontation
- Have a clear idea of possible options for solving the situation

Outcome 2, Aggression

Although gaining some short term needs, the negative consequences of aggression can be very damaging. You know you are using aggression when you: -

- Try to use words deliberately to hurt someone else
- Try to use violence deliberately to hurt someone else
- Are 'Passive Aggressive' - When you deliberately hurt others through manipulation or being 'sneaky'.
- Try to force others to take a certain route against their will.

- React to your anger without thinking or planning.

Outcome 3, Avoidance

Here the person 'bottles up' their anger and does not share their true feelings. Usually this does not solve anything and can cause greater problems. You know when you are using avoidance when you: -

- Withdraw (from others or situations).
- Avoid any possible situations where confrontation might occur
- Justify not doing anything by putting yourself down - Eg 'No-one would listen to me anywhere, I won't be able to get my point across' etc.

Interpersonal Relationships

Session Seven - Handout 2

Emotional Needs

Consider which of the following functions of anger are important to you, and how you might get these needs met in your daily life:

Personal Functions of anger

How to get this need met and still maintain good relationships

To keep myself safe

To make myself feel good

To feel in control

To keep true to myself

Interpersonal Relationships

Session Seven - Handout 3 Positive confrontation/Assertion

Event/Situation	Personal function of anger	Positive confrontation
My neighbour plays his music loud at night.		
Someone calls me a name		
Someone does not do what I want		
Someone challenges me verbally		
Someone emotionally hurts me		
Someone bumps into me		
Someone challenges me physically		
Someone calls a loved one a name		
Someone challenges a loved one physically		

Interpersonal Relationships

Session Seven - Handout 4

My Learning Points

The learning points for me from this session are: -

I have benefited from this session because of: -

The targets for change I need to set for myself within the TC as a result of this session are: -



INTER-PERSONAL RELATIONSHIPS

SESSION EIGHT

EMOTIONAL MANAGEMENT

SESSION AIMS:

- Reinforcing the long term consequences of not managing emotions in a positive way
- Identifying positive alternative methods of confrontation
- Putting the whole emotional model together

REHABILITATIVE NEEDS TARGETED

- Cognitive distortions
- Impulsivity
- Emotional intolerance

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

1. Emotional intolerance vignette
2. Consequences of emotional intolerance
3. Examples of Consequences
4. Diagram of Outcomes
5. Anger Questionnaire
6. Three Styles of Anger
7. My Learning Points

GROUP MEMBER WELCOME

TUTOR: Ask the group to feed back on any examples they have seen of the different type of anger responses on the wing, and examples of them practicing their own targets for change

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In this final session on emotions we will look in more detail at the long term consequences of finding it difficult to manage our emotions, on ourselves and people around us, then use the cell work to consider how to replace unhelpful behaviours to emotions with more adaptive alternatives.

DAVID VIGNETTE

Handout: **DAVID**

Provide the handout, and read through the vignette:

'David was a quiet child, and his parents spent little time with him. As he grew older, this quietness was noticed by others at school, and he started to be verbally bullied by older and bigger boys. He would shout at them, look anxious and then run away. They would chase him but he was a fast runner and escaped. But they waited for him every day in the playground. One day David felt so angry at himself, as he felt he should stand up to them, that he attacked one of the boys, and seriously hurt him. He was given a warning by the headmaster, but within days had attacked another one of the boys, again seriously hurting him. He was expelled from school, but from then on would not let anyone put him down. He would react at the slightest thing, and also started to bully others, as it made him feel good to be able to be in control.

After attending a training programme, and doing quite well, he got a job as a shop manager, but did not like the way he was treated by the boss. One day, when he felt put down by his boss, he assaulted the boss, and was sentenced to two years in prison. Whilst in prison he received many extra days for violence, and seemed to fly off the handle whenever anybody so much as looked at him.

After his release he started his first serious relationship. His partner was kind, but he felt she did not give him enough attention, and was very jealous when she went out on her own. He started telling her what to do, and would not let her out of the house on her own.

One day, she had to go shopping for food. When he came back home, she was not in. He flew into a rage, and went out looking for her. She was on her way back. When he saw her, he grabbed her hair and pulled her into their flat, where he punched her in the face several times.

She called the police, and he was charged with assault, and received another term in prison. During this time, his partner left him. He was so angry and upset that he attempted to hang himself. When an officer cut him down, within seconds he had assaulted this officer, and was formally charged. At his hearing David said that he could not help being angry, and it was all his partner's fault anyway.'

Ask the group to consider the following questions:

Would David think his anger was useful or a problem?

(Probably useful)

What do you think the functions of his anger were?

(To keep safe, in control, to feel good)

What happened as he continued to use anger and violence as his only method of managing these needs?

(Felt less safe, less confident, less in control- So became even more angry as a result)

What might happen if he continues to react in a similar way in future?

(Kill someone, no relationships, feel even worse in himself, kill himself)

How many victims was he creating?

(Many, every time he assaulted someone)

What choices does he have left open to him?

(He can still choose to change at any time, but needs to feel safe enough to listen to others)

LEARNING POINTS

Difficulties managing emotions can cause even bigger problems in future

Some short term needs might be met, but these are often lost in the longer term

To challenge and change old ways of thinking takes real confidence, motivation and guts

Time: 20 minutes

Elapsed time: 35 minutes

INDIVIDUAL EXERCISE

HANDOUT: *Personal Consequences of emotional intolerance*

EXPLAIN: Putting yourself in the centre of the circle, think about the consequences that reacting to your emotions unhelpfully has had in the past on yourself, and important people in your life, and what would happen if you allowed these emotions to continue to control you in future.

NB: This exercise is equally useful for those whose coping styles are avoidant (the flight response), as their negative consequences will have arisen from not expressing their true feelings enough, or letting their feelings build until they explode

LEARNING POINTS

Unhelpful responses to natural anger can have significant negative long term consequences for ourselves and others

Time: 20 minutes

Elapsed time: 55 minutes

CHARTLIST- POSITIVE CONFRONTATIONAL PROCESSES

Using their cell work, go through each of the scenarios and ask the group to produce more adaptive self talk and behavioural strategies that reduces conflict, reduces their arousal state, helps them regain self control, but still get their needs met- Using the following template- Chartlist the responses

Event/Situation	Helpful self talk	Positive confrontation
My neighbour plays his music loud at night.	He probably has not considered how his music is affecting others He does not play it as loud as he could, nor all night	Show understanding of his need for music, then explain the effect his music is having on people around him, including me Ask him to please keep it down after a certain time- Agree on what is reasonable. If he does- Then thank him If he does not, explain again and calmly state that if we cannot sort it out

		together, I will have to take it through formal channels
Someone calls me a name	He is trying to wind me up- I won't give him that pleasure He may be just trying to have fun and not realise what he is saying What he is saying is meaningless to me, as I feel good about myself and he can't influence that	Ask him politely what his intentions were for use the name If it was for a laugh, tell him it did not appear humorous to me, and ask him politely to stop If it was to wind me up. Tell him he might as well target someone else, as words do not affect me Ignore the comment and talk to him in normal conversation next time I see him
Someone does not do what I want	They were probably busy I do not have a right to instantly get everything I want I can also ask again in a little while	I can be persistent, and keep asking politely I can found out what is causing the difficulty I can negotiate with them a new alternative, which might be more achievable I can find out if there is anything I can do to help them, which might make it more likely they will help me
Someone challenges me verbally	As for winding up plus The situation is still physically safe	As for winding up plus: Ask him what he is trying to get out of the challenge/what I have done to upset him Negotiate how we can resolve this without the need for violence
Someone emotionally hurts me	They may not have meant to If they meant to, I	Tell them honestly how hurt I feel Ask for their reading of the situation

	may have done something also to hurt them Emotional hurt can happen in relationships, but can be managed	Look together at options how we can reduce the hurt in future
Someone bumps into me	It was probably an accident If he is trying to wind me up- I am not going to let him He may not have noticed	Apologise myself for the bump and let it go Find out if there is anything I have done to upset him (if I think it is deliberate), and how this can be resolved
Someone challenges me physically	My fight or flight response will kick in when I need it to- I don't need to react immediately He is probably doing this as he is weak in himself, and needs to use force to feel powerful	Remain calm and try to talk to him if there is time- let him vent his anger verbally without losing face Use the minimum amount of force needed to end the attack (This is legally acceptable)
Someone calls a loved one a name	Same as for winding up plus People often try to use names of loved ones to get a reaction- I won't give them that satisfaction What he says about Will not affect them or make it true	Smile at them and say 'I know what you are trying to do but I am afraid it won't work' Ask calmly if there is a particular reason why they are trying to wind me up If there is an issue between us, I will try to resolve that issue (the name was the only way he knew how to communicate this to me)

	I won't let his behaviour risk me spending even more time away from that person His behaviour says more about him than it does about....	
Someone challenges a loved one physically	What is the minimum force I can use to keep Safe? Can I keep.... safe better by moving away from the situation, or leaving them it whilst I deal with I need to deal with this situation in a way which keeps me able to protect In future	Use the minimum force to keep safe Move away from the situation as soon as is possible Call for assistance if possible from the police

LEARNING POINTS

Moderate levels of anger or anxiety may enhance the ability to resolve many situations

It is helpful to remain calm enough to find out the perspective of the other person (there may be something legitimate in their own behaviour)

It is helpful to negotiate when possible so that both parties get something out of the situation

High levels of anger may make the situation worse, as helpful thinking processes are less likely to occur

Time: 25 minutes

Elapsed time: 80 minutes

REVIEW OF LEARNING

HANDOUT: *Diagram of three outcomes of anger model.*

Provide the handout and explain this is summary of the emotions model we have been talking about in the last few sessions. Go through each section, answering any questions raised.

LEARNING POINTS

Difficulties in managing emotions is quite a well understood process, and is similar for many people

Such difficulties can arise from previous learning, and feed into the hard wired fight or flight response

Our choice of anger outcome, if not challenged, tends to arise from past experiences

With insight and a motivation to change, we can always choice to take a different emotional path

With positive confrontation, we can make it more likely that we get both our short and long term needs met

Time: 15 minutes

Time elapsed: 95 minutes

TUTOR: So what you choose to do with your emotions is always up to you, and this is one of the central components that are attended to within the Kainos TC- Here is a safe place to

challenge your own beliefs, practice alternative choices, and monitor the result. This is the Kainos 'Challenge to change'. Make sure you make the most of the opportunity!

CELL WORK: To help you, for cell work read through and answer the questionnaire, and see which anger model you might most identify with. This will help you to identify what anger factors to be mindful of when relating to other people.

HANDOUT: *Anger style questionnaire*

HANDOUT: *Three styles of anger*

HANDOUT: *My Personal Learning Points*

Time: 15 minutes

Time elapsed: 110 minutes

Interpersonal Relationships

Session Eight - Handout 1

'David was a quiet child, and his parents spent little time with him. As he grew older, this quietness was noticed by others at school, and he started to be verbally bullied by older and bigger boys. He would shout at them, look anxious and then run away. They would chase him but he was a fast runner and escaped. But they waited for him every day in the playground. One day David felt so angry at himself, as he felt he should stand up to them, that he attacked one of the boys, and seriously hurt him. He was given a warning by the headmaster, but within days had attacked another one of the boys, again seriously hurting him. He was expelled from school, but from then on would not let anyone put him down. He would react at the slightest thing, and also started to bully others, as it made him feel good to be able to be in control.

After attending a training programme, and doing quite well, he got a job as a shop manager, but did not like the way he was treated by the boss. One day, when he felt put down by his boss, he assaulted the boss, and was sentenced to two years in prison. Whilst in prison he received many extra days for violence, and seemed to fly off the handle whenever anybody so much as looked at him.

After his release he started his first serious relationship. His partner was kind, but he felt she did not give him enough attention, and was very jealous when she went out on her own. He started telling her what to do, and would not let her out of the house on her own.

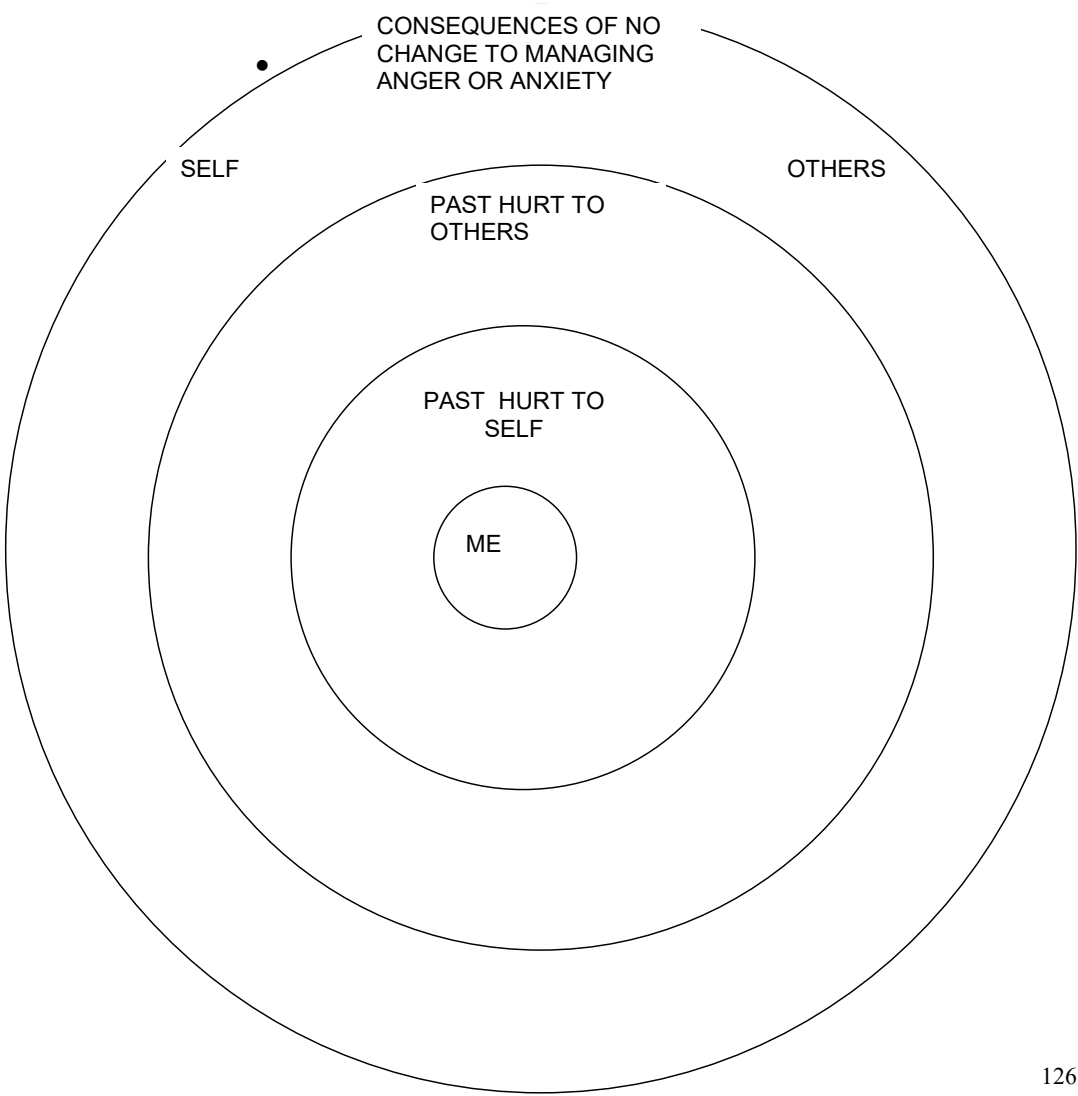
One day, she had to go shopping for food. When he came back home, she was not in. He flew into a rage, and went out looking for her. She was on her way back. When he saw her, he grabbed her hair and pulled her into their flat, where he punched her in the face several times.

She called the police, and he was charged with assault, and received another term in prison. During this time, his partner left him. He was so angry and upset that he attempted to hang himself. When an officer cut him down, within seconds he had assaulted this officer, and was formally charged. At his hearing David said that he could not help being angry, and it was all his partner's fault anyway.'

Interpersonal Relationships

Session Eight: Handout 2

Consequences of Anger and anxiety



Interpersonal Relationships

Session 8 - Handout 3

Type of Anger Questionnaire

Answer the following questions either 'yes', 'no' or 'sometimes'. Be honest.

1. Generally I tend to act impulsively. _____
2. I naturally tend to antagonise others. _____
3. When angry I become aggressive I do it very openly.

4. Sometimes I withdraw or avoid situations. _____
5. I find it hard to think when I'm angry. _____
6. I tend to be very impatient. _____
7. I get frustrated a lot. _____
8. I tend to try to control situations. _____
9. I get into arguments easily. _____
10. I get annoyed by others easily. _____

11. I don't appreciate the simple things in life anymore.

12. I've lost my sense of humour. _____

13. I tend to put myself and my needs first (Selfish).

14. I find it hard to get on with others - even loved ones.

15. I'm a bit narrow-minded and tend to disagree with others quickly.

When completed read handout 5

Interpersonal Relationships

Session Eight – Handout 5

Three types of Anger

The following are three clear types of anger problems: - The questionnaire whilst not scientific may indicate a particular problem. The questions were grouped in order of the three areas: - Questions 1 to 5 relate to Anger Problem 1; questions 6 to 10 relate to Anger Problem 2 and questions 11 to 15 relate to Anger Problem 3. If you answered 'yes' clearly (3 or more) in one of the three areas it may indicate your particular anger problem.

The three problems may appear to be very similar but are each uniquely different in their cause and affect.

Anger Problem 1 - Anger as a 'stress reaction'. When under direct stress or anxiety anger happens quickly. Behaviour becomes impulsive, verbally and/or physically aggressive. Can also tend to isolate and withdraw.

Anger Problem 2 - Anger as a 'stress coping style'. Uses anger to deal with stressful situations. Sometimes known as a 'type A' behaviour. Often comes to stressful situations as 'fired up' or 'ready to do battle', which can then make a battle even more likely. Some research has shown that people with this type of anger problem can suffer health problems including coronary heart disease.

Anger Problem 3 - Anger as an 'internal stressor'. The person's anger lies deeper within and is not necessarily so obvious. The person is tense, possibly resentful, in a more constant state of 'stress' which causes further tiredness for the individual. Indications of this type of anger are limited 'either/or' thinking, loss of sense of humour, a need to make themselves feel important at the expense of others, and distancing themselves from others including loved ones.

Interpersonal Relationships

Session Eight - Handout 7

My Learning Points

The learning points for me from this session are: -

I have benefited from this session because of: -

The targets for change I need to set for myself within the TC as a result of this session are: -



Kainos Community
**CHALLENGE
to CHANGE**

INTER-PERSONAL RELATIONSHIPS

SESSION NINE

SOCIAL SKILLS



Inter-Personal Relationships

SESSION NINE: Social Skills

SESSION AIM:

- Understanding Social Skills
- Developing Social Skills
- How Kainos can help my social skills

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Impulsivity

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.
- Three pre-prepared flipcharts headed with:-
 1. New Relationship
 2. Longer-term Relationship
 3. Group Setting
- Pre-prepared group evaluation master flipchart

HANDOUTS:

1. Group evaluation form
2. My Learning Points

GROUP MEMBER WELCOME

Targets for change review

Time: 15 Minutes

Time elapsed: 15 minutes

Collect in the cell work from the previous session, and allow time for discussion on what type of anger they tended to express. Encourage the group to consider how they might use the Kainos community to help them manage each type of anger:

TUTOR PROMPT

Anger as external stressor-
Challenge and reframe beliefs
Discuss situation with others
Accept other people's perspectives

Anger as coping style-
Find alternative coping styles
Negotiate
Talk to others about feelings

Anger as internal stressor-
Relaxation
Talk to others about feelings
Examine roots of internal stress

LEARNING POINTS

The Kainos community is a safe and supportive place for practicing new skills
Practicing targets for change can help develop social relationships during the rest of their prison sentence and following release

Time: 10 minutes

Time elapsed: 25 minutes

TUTOR: To help resolve emotional difficulties, discussing issues with other people can be important, so in this session we will be looking more at social skills.

BRAINSTORM

ASK: "Are social skills important? "NO (YES)--- WHY?"

Write on the flipchart the answers

TUTOR PROMPTS

Humans are designed to be social animals

Problems can be more easily resolved with good social skills

Groups can work together with good social skills

Good social skills helps to build safe and stable relationships

Good social skills helps to build intimate relationships

We are more likely to get our needs met with good social skills, with less cost to the people around us

NB- If participants are finding this difficult ask them, "How good social skills affect them".

LEARNING POINTS

Having social skills is good for us and the people around us

Time: 10 minutes

Elapsed time: 35 minutes

SUB-GROUP EXERCISE

Upon completion of the flipchart exercise; divide the group into three sub-groups.

TUTOR: Having spent some time in the Kainos TC now, you will have started to notice those people who seem to get on well with others, and those who find it difficult. There is evidence of good social skills going on around you every day.

TUTOR: Each group is to consider one area of social skills and write up what are good social skills in that particular area.

FLIPCHARTS:

- 1) In a new relationship (personal or professional)
- 2) In a longer-term relationship (personal or professional)
- 3) In a group setting (large or small)

In addition each group is to consider - "What is good practise?" within their area.

TUTOR PROMPTS:

Body language- Open, appropriate personal space, smile

Posture- Relaxed

Cultural differences- Respect those

Past experience/s - Talk about positive shared experiences

Appropriate language e.g. swearing- Polite, friendly, gentle

Openness & honesty- Be open and honest, but considerate with things that might be uncomfortable

Different social groups- Adapt to their ways

Trust- Be trusting of others and be trustworthy

At the conclusion ask groups to present their answers using flipcharts to the larger group explaining their reasoning for what is good practice. Retain the flipcharts for group learning points at the end of this session.

LEARNING POINTS

Good social skills are similar in all types of interpersonal relationships

Good social skills involve meeting the same needs in others that we have in ourselves (trust, respect, care, attention etc)

Time: 35 minutes

Elapsed time: 70 minutes

EXERCISE: Group evaluation

TUTOR: The purpose of this group is to practise actual social skills by giving feedback. By receiving feedback, group members will realise their own strengths and weaknesses with regard to their own social skills. Important: When you receive feedback; just receive; don't answer; you will have time for that later.

HANDOUT: *Group Evaluation*

Go through the handout making sure that the whole group are clear on what they are expected to do- Put the person's name in the group down who they think fits the question the best- Any provide an reason as to why, according to the COBBS method:

CLEAR - Communicate clearly

OBJECTIVE - Provide only your opinion not others

BALANCED -Be constructive not destructive

BRIEF - Keep it short

SPECIFIC - Provide an example to back up your opinion

Once the group have their four answers and reasons, go through each question on the sheet in turn. Ensure that a pre-prepared flipchart is divided into rows/columns with one line for each of the four categories.

Write down the names of those nominated ensuring that full COBBS feedback is given. Allow time for any feedback from those nominated.

TUTOR PROMPTS

Those giving feedback must be allowed to do so without being interrupted; so that they may have the time to develop their own social skills.

Allow time at the end of each question 'round' to ensure those who have received feedback express any concerns or disagreements they have.

NB- Only allow these concerns or disagreements to be highlighted only- This is NOT an opportunity for argument to develop.

Instead, focus on what it is like for the group firstly to be given the opportunity to express their views of someone else without being interrupted or challenged, and secondly what it is like for their own social skills to be commented upon.

LEARNING POINTS

We all have an opinion on who uses social skills well, and who requires more practice

We usually don't support each other by offering these honest opinions for fear of being challenged or conflict arising

It is helpful to know what we do well, and what we can improve upon

Knowing what we need to improve, and practicing this, is useful for everybody

Time: 60 minutes

Time elapsed: 110 minutes

TUTOR: The group evaluation, though it may be difficult for some, helps us to learn how to communicate our reactions to others. We will consider this in some more detail in next session. At the end of this session it is important for you to reflect upon the positive things that you have learned through this experience. Some of these 'positive things' may also be uncomfortable.

HANDOUT: *My Learning Points*

Tutor to issue 'My learning points' encouraging participants to reflect using the flipcharts from this session and additionally highlighting any targets for change that arise as a result of this exercise.

Time: 10 minutes

Time elapsed: 120 minutes

Interpersonal Relationships

Session Nine - Handout 1

Group Evaluation

Name: _____

Each question asks for the name of someone in your group. You may only select one person and you may not select yourself or the tutor. At the end of the group the tutor will ask for your answer. Please tell the person you have nominated why you have done so. It is important you talk to them; giving them direct eye contact and in a way which follows COBBS guidelines.

COBBS =

CLEAR - Communicate clearly

OBJECTIVE - Your opinion not others

BALANCED - Fair

BRIEF - Keep it short

SPECIFIC - Example

1) Which person in the group do you think communicates the most clearly, and why?

2) Which person in the group struggles to communicate clearly, and why?

3) Who is the most encouraging person in the group, and why?

4) Who is the most discouraging person in the group, and why?

Interpersonal Relationships

Session 9 - Handout 2

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION TEN

COVETING



Inter-Personal Relationships

SESSION TEN: Coveting

SESSION AIM:

- To understand the concept of coveting
- To understanding how coveting blocks effective social skills
- To identify alternatives to coveting

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Cognitive distortions

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

- Wants
- Poem
- My Learning Points

Interpersonal Relationships – Session 10

Coveting

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last session we looked at the value of social skills, what behaviours constitute helpful social skills, and also examined any areas where we may need to practice.

But sometimes, it is not our social skills that prevent us from working well with others, but our underlying beliefs about what we want, what we need, and how we think we should get those needs met.

In this session we are going to explore something called 'coveting'.

COVETING DEFINITION/CONCEPT

Ask the group whether they have ever heard of this word before. If they have, get them to consider what they understand the word to mean. If not, simply provide the following definition:

Dictionary = *To desire eagerly what belongs to another, grasping, greedy.*

TUTOR: In other words, coveting means wanting or desiring what is not ours to have at this moment in time. It is not a word that we use a lot today.

Yet the concept of wanting what is not ours to have is well known. This is often expressed in popular sayings such as:

'The grass is always greener on the other side of the fence.'

When you go out for a meal, it doesn't seem to matter how long you take agonising over the menu, deciding which sweet to have; when the other person's desert arrives, you realise you have made the wrong choice.

No, the grass is not greener on the other side - on your neighbour's side.

DISCUSSION POINT 1 - THE GRASS IS GREENER

ASK: *Why do we think the grass is greener on the other side?-Is it?*

TUTOR PROMPTS

We often think that others have better lives than we do

We may think that life is not fair, and that we deserve what we think we see others have

When we get to the 'other side', very often there is no difference!

LEARNING POINTS

The impulse for 'wanting' is a very necessary part of being human. It is called motivation and without motivation we would become very stale and boring people.

Possessions can provide enjoyment, pleasure, advantages, opportunity, comfort and security.

It is when possessions - this materialism - take over our lives that problems can arise- We become jealous, and feel we deserve what others have.

Time: 15 minutes

Time elapsed: 30 minutes

DISCUSSION POINT 2: CONSEQUENCES OF COVETING

ASK: *What happens to relationships when materialism becomes more important than people?*

TUTOR PROMPTS

We can lead greed cloud our judgement

We will exploit people for what they have, and ignore who they are

Our short term needs become more important than our long term, and relationships suffer
We can lose important relationships

Get the group to consider any times in their past when they have allowed their need for things to outweigh their consideration of important relationships (eg stealing from family, friends etc)

LEARNING POINTS

Greed and jealousy can destroy relationships, even when we have good social skills, as we choose not to use them

Time: 15 minutes

Time elapsed: 45 minutes

TUTOR: But we often here people say 'well my need is greater than theirs....'

DISCUSSION POINT 3: WANT AND NEED

ASK: What is the difference between 'want' and 'need'? Where does coveting fit in with this?

TUTOR PROMPTS

Refer back to Maslow's hierarchy of needs

Basic needs are those we have to have in order to live

Secondary needs are those that we feel would make our lives better

"wants" may be secondary needs, but also be desires just because we feel we 'ought to' have them eg the latest television

We are often disappointed with 'wants'- Eg the toy a child has seen on TV, that when they get it does not live up to their expectations.

HANDOUT: *Wants*

Read through the handout, and get the groups views on the role of 'wanting' in our society, and the damage it can cause

LEARNING POINTS

Needs are things we have to have to survive, or remain emotionally stable

Wants are things we desire, because we assume that to have them will make us feel better

Coveting means that we may take from others to get our wants met, at a cost to their needs (eg We make them feel unsafe, frightened etc)

Even if we don't act on our coveting, just by having these thoughts we can feel angry and resentful towards others, which can block us developing rewarding relationships

Time: 15 minutes

Time elapsed: 60 minutes

DISCUSSION POINT 4: COMPARATIVE NEED

ASK: Does it always make us feel better to get our wants met, or would we be happier to be able to cherish and make the most of what we already have?

If the group are not clear, read the following:

A man who had no shoes complained bitterly and often. Then one day he saw a man who had no feet and stopped complaining.

TUTOR PROMPTS

Desire for a better life can push us to achieve positive goals

BUT- Only ever seeing what we need next can make us bitter and resentful that we do not have it already

LEARNING POINT

There are always people better and worse off than ourselves- If we only compare ourselves to those with more, this reduces our perception of the value of the life we have already

We can still strive to achieve, whilst enjoying the things we have

Time: 15 minutes

Time elapsed: 75 minutes

POEM DISCUSSION

Read through the following poem, and get the groups view on what it is trying to say, and whether they agree with that message:

Money can buy medicine, but it cannot buy health.
Money can buy a house, but not a home.
Money can buy companionship, but not friendship.
Money can buy entertainment, but not happiness.
Money can buy food, but not an appetite.
Money can buy a bed, but not sleep.
Money can buy a crucifix, but not a saviour.

TUTOR PROMPTS

Our wants are on the things that money can buy, our needs are what money can't buy

Money is useful, but ultimately will not meet our needs, if relationships aren't there too

HANDOUT: *Poem*

LEARNING POINT

Whilst money can temporarily satisfy our wants, our needs are met by our thoughts, our feelings and our behaviour towards others.

Time: 20 minutes

Time elapsed: 95 minutes

HANDOUT: *My Learning Points*

Encourage the group to identify targets for change in their own views of coveting others, and how they can practice these on within the TC

Time: 15 minutes

Elapsed time: 110

Interpersonal Relationships

Session Ten Handout 1

Wants

Do you think it is fair to say that society wants you to 'want'. Take a look at the amount of money spent on advertising. And of course it works. We see adverts on television and in our daily newspaper. There are so many temptations out there, temptations to buy more, to get more, to own more and to want more. We read articles about the possessions and lifestyle of the rich and famous, we see programmes full of images of the bold and beautiful, and we can't stop wanting what they've got.

It is true to say that nobody has ever been sent to prison for coveting - it is not a crime, but our actions are a result of our desires. For example, the act of stealing starts with someone's desire to have something they do not have the right to have. Every act of adultery starts with someone's desire for a person they are not married to. Its effects are seen everywhere. It can and does lead to marriage breakdowns and of course it is the innocent who suffer, and generally this is the children.

It is what is in our heart that counts; the desire for love and belonging is good, but many people fill that void with the desire for 'things' they can buy.

They say that if you drop a frog into boiling water it will immediately jump out. But, if you put a frog into cold water and gradually raise the temperature, the frog will stay there until it is eventually boiled to death. The frog cannot see the threat in the slow rise in temperature. This is maybe what is happening in our society in the area of desires. The temperature is rising all around us and we are in danger of not noticing it until it is too late.

Interpersonal Relationships

Session Ten Handout 2

Poem

The limitations of material wealth have been well stated by an anonymous poet:

Money can buy medicine, but it cannot buy health.
Money can buy a house, but not a home.
Money can buy companionship, but not friendship.
Money can buy entertainment, but not happiness.
Money can buy food, but not an appetite.
Money can buy a bed, but not sleep.
Money can buy a crucifix, but not a saviour.

Coveting does not lead to happiness, only to unhappiness with what we already have. We enjoy life more if we live in thankfulness: by thinking about what we already have.

Interpersonal Relationships

Session Ten - Handout 3

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION ELEVEN

LYING



Inter-Personal Relationships

SESSION ELEVEN: LYING

SESSION AIM:

- To consider the pros and cons of lying within relationships
- To link lying to gossip and rumour

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Cognitive distortions

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

- The costs of lying
- White lies
- The monk
- Squashing rumours
- My Learning Points

INTERPERSONAL RELATIONSHIPS SESSION 11

Lying

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last session we considered the concept of coveting, and how this can reduce our ability to build safe and supportive relationships, and ultimately reduce the likelihood that our needs will be met, even though our 'wants' might be in the short term. In this session we are going to look at lying, or in other words being economical with the truth, and see how this can influence relationships.

Put up the following definition of lying:

***Dictionary definition:** 'Intentional false statement', 'imposture',
'false belief'.

BRAINSTORM

EXPLAIN: When things are often seen, humans usually create lots of words to mean the same thing. Let's see how often lying may be seen within our society. How many words or phrases can you think of that means 'to lie'?

TUTOR PROMPTS

- Untruth
- Perjury
- Fib
- Falsehood
- Propaganda
- Sham
- Pretence
- Porky pie

- Tall tale
- Story
- White lie
- Fake
- Pull the wool over your eyes
- Economical with the truth

LEARNING POINT

Lying appears to be an often observed human behaviour

Time: 10 minutes

Elapsed time: 25 minutes

CHARTLIST

ASK: So why do people lie?

Chartlist the responses

TUTOR PROMPTS

- To shift the blame
- Out of fear
- To save our bacon
- To protect ourselves
- To cover up
- To make excuses
- To make unjust gains
- To protect someone else
- because of insecurity, etc

LEARNING POINTS

We lie to avoid accepting blame

We lie to make short term gains

Time: 10 minutes

Elapsed time: 35 minutes

DISCUSSION: The costs of lying

Encourage the group to consider, even though lying seems to be seen a lot in society, what might be the long term costs to them and their relationships, if they habitually lie. Chartlist their responses:

Lying has several price tags:

- You often have to support one lie by telling another.
- Lies often take care of the present but store up trouble for the future.
- You have to have a very good memory to be a good liar.
- An habitual liar loses his identity.
- A liar will not trust other people. He reasons: 'Other people probably lie as much as me, therefore they are not be trusted.'
- Liars are not trusted themselves.
- Add guilt to this and the cost is quite high. Guilt causes stress and all sorts of other illnesses.

HANDOUT: *Cost of Lying*

LEARNING POINTS

Lying, like coveting, may meet some short term needs such as avoiding conflict, but is likely to result in much more significant and longer term costs..

Time: 10 minutes

Time elapsed: 45 minutes

DISCUSSION: LYING TO PROTECT A FRIEND

EXPLAIN: Sometimes we may even justify our lying by saying that it is to protect someone else, and even our relationship with that person. Let us look at an example:

READ THE FOLLOWING: The police come round to ask you whether you have seen John, who is wanted for an assault. John is hiding in your garden shed. You tell the police you do not know where he is.

Encourage the group to consider the potential costs to John, to you and to your family if this lie is continued, every time the police come around:

TUTOR PROMPTS

If he gets caught, John will have another charge (evading arrest)
It allows John not to take responsibility for his actions
It may allow John the opportunity to assault someone else before he is caught, causing more victims in your community
It implicates you in his offending (hiding an offender)
It may affect the relationship with your family, if they disagree with what you are doing, or if you are later charged (and possibly arrested)

NB- It is important to stress in this example that the issue is NOT about whether to grass up your friend, but more about putting yourself in the position of having to protect him, by accepting that you are happy to lie on his behalf in the first place.

LEARNING POINTS

John is not such a good friend if he puts us in a position where we have to lie for him
Accepting this position can cause us to have to live even more, and may put the family and our own safety at risk

Time: 15 minutes

Time elapsed: 60 minutes

DISCUSSION: WHITE LIES

ASK: So is there such a thing as a white lie, that doesn't cause any harm?

Let's look at a few examples:

'Telling a white lie to get yourself off the hook'

TUTOR PROMPTS

- Likely to put someone else on the hook
- The more we do this, the more those placed on hooks may want to do something about it!

'Telling a white lie to make yourself look good'

TUTOR PROMPTS

- Which may make others look bad
- Those in the know may do something about it

'Telling a white lie about insurance claims'

TUTOR PROMPTS

- Puts up insurance costs for everyone
- Makes your area in particular have to pay even more in future

LEARNING POINTS

Lies have a habit of coming back on you

White lies may build into black lies

Even one white lie is someone else's black lie

Even white lies can cause negative effects on relationships of important people around us

Time: 15 minutes

Elapsed time: 75 minutes

DISCUSSION: LYING ABOUT OTHERS

Read through the following story, reminding the group that they heard this earlier in the programme, but get them to consider what this means about lying about others

In the middle ages, a serf came to a Monk and confessed that he had been spreading rumours about somebody in the village. As penance the monk told him to go and put a feather on every doorstep in the village. This the man eagerly did. Upon his return, the monk told him now to go and retrieve every one of those feathers. The man protested that by now every one of those feathers would have blown miles away and could never be retrieved. The monk declared, "That is exactly what happens to every malicious and careless lie that is spoken."

HANDOUT: *The Monk*

LEARNING POINTS

Rumours and gossip, if not substantiated, are simply us passing on lies about others
These lies often grow
These lies can cause problems for that person and people around them, including us

Time: 10 minutes

Elapsed time: 90 minutes

HOW TO CONSIDER GOSSIP AND RUMOUR

TUTOR: When we are living within important social groups, it is a skill to be able to know what information that you hear about someone to pass on to others, and what to stop with you. A way of doing this is to stop and THINK:

Put the following up on the flipchart:

- T. Is it True?
- H. Will it Help?
- I. Is it Inspiring?
- N. Is it Necessary?
- K. Is it Kind?

HANDOUT: *Gossip and Rumour*

Encourage the group to consider any past personal circumstances when they have either been the victim of such rumours, or have spread something themselves, only later to find out it was not true

LEARNING POINTS

When thinking about gossip, it can be helpful to treat all gossip as if it was about us. Would we want to pass on that information if it had been about us?

Time: 15 minutes

Elapsed time: 105 minutes

TUTOR: Please consider what you have learnt about the power and cost of lying, and try to think about how you might change your behaviour within the community in the light of this understanding

END THE SESSION AND PROVIDE THE LEARNING SHEET HANDOUT

HANDOUT: My Learning Points

Time: 15 minutes

Elapsed time: 120 minutes

Interpersonal Relationships

Session Eleven: Handout 1

The Cost of Lying

Lying has several costs.

- You often have to support one lie by telling another.
- Lies may sometimes take care of the present but store up trouble for the future.
- You have to have a very good memory to be a good liar.
- An habitual liar loses his identity.
- A liar will not trust other people. He reasons: 'Other people probably lie as much as I, therefore they are not be trusted.'
- Liars are not trusted themselves.

Add **guilt** to this and the cost is quite high. Guilt causes stress and all sorts of other illnesses.

Interpersonal Relationships

Session Eleven: Handout 2

The Monk

The power of the tongue.

There is the story about a monk in the Middle Ages who had a serf come to him and confess that he had been spreading rumours about somebody in the village. As penance the monk told him to go and put a feather on every doorstep in the village. This the man eagerly did. Upon his return, the monk told him now to go and retrieve every one of those feathers. The man protested that by now every one of those feathers will have blown miles away and could never be retrieved. The monk declared, "That is exactly what happens to every malicious and careless word."

Interpersonal Relationships

Session Eleven: Handout 3

Squashing Rumours

When thinking whether to pass on information about someone, THINK:

- T. Is it True?
- H. Will it Help?
- I. Is it Inspiring?
- N. Is it Necessary?
- K. Is it Kind?

If that information was about you, would you be happy for it to be passed on?

Instead, why not fight for truth?

*** Gossip. Measure it.**

- Would I like it said of me?
- Could I sign my name to it?
- Could I say it in the person's presence?

*** Gossip. Stop it.**

- Ask: "Are you sure?" "Have you checked it out?" "Might there be another explanation?"
- Bluntly say: "If you don't mind, I would rather we didn't talk about this."
- Gossipers (*by some law of the universe*) attract gossip about themselves.

Interpersonal Relationships

Session Eleven: Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



Kainos Community
**CHALLENGE
to CHANGE**

INTER-PERSONAL RELATIONSHIPS

SESSION TWELVE

STEALING



Inter-Personal Relationships

SESSION TWELVE: STEALING

SESSION AIM:

- To understand that stealing comes in many different forms
- To link the costs of stealing on relationships (Family, Kainos Community, society)

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Pro-criminal cognitive distortions

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

- My Learning Points

SESSION TWELVE: Stealing

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last two sessions we looked at the impact of coveting and lying on relationships. Today we are going to look at a behaviour that can come from coveting, that of stealing.

SUB-GROUP EXERCISE: TYPES OF STEALING

EXPLAIN: There are many different types of stealing, some of which are obvious like burglary or shoplifting, and some less obvious, like taking time off work (stealing hours), benefit fraud (stealing from the state), and deception (stealing through lying)

Split the group in to four, and get them to consider what the consequences of each of the four types of stealing might have on a community:

TUTOR PROMPTS

Stealing from the state

Less money to put into schools, education, benefits, housing etc

Children and families may miss out

May cost jobs

Income tax has to go up

VAT on more things so goods more expensive

Stealing from businesses

Those paying for a service will have to pay more

May cost jobs

Goods may cost more

Children and families may miss out

A good service might be lost

Stealing from people

Fear of being stolen from again

Affects how safe they feel

May cause financial hardship (even insurance does not cover damage)

May cause emotional distress (if something important stolen)

May feel they can't trust people any more

May cause relationships to break up

Stealing from other criminals

Possible revenge

Makes those people feel that stealing is 'what everyone does'

Makes people not trust each other ('No honour amongst thieves')

Once they have considered each of their areas, ask one person to present back to the rest of the group from each sub-group

Encourage the whole group to consider the similarities in the consequences of each type of stealing

LEARNING POINTS

Whatever type of stealing, someone pays

In most types of stealing, many people end up paying

Stealing breaks down community trust

Stealing breaks down community support

Time: 20 minutes

Elapsed time: 35 minutes

CHARTLIST: EXCUSES PEOPLE MAKE

ASK: So when people steal, how do they justify it?

Chartlist their responses, and try to gain agreement that many of these justifications are not in fact true- They are 'Cognitive distortions' that let people offend,

TUTOR PROMPTS

'No-one got hurt'
'They can afford it'

'They have insurance'

It's only the government
It's only a business
Those people don't matter

TUTOR CHALLENGE

Emotional/financial consequences
Very few people are wealthy enough to go
and replace items without causing any
financial difficulties
Insurance claims only cover some of the
worth of what is stolen
You cannot insure against trauma
This has knock on costs for everyone
Indirectly important people will also be
affected (insurance, cost of goods etc)

LEARNING POINTS

Justifications are 'cognitive distortions' which ignore reality
There are no justifiable reasons to steal

Time: 15 minutes
Elapsed time: 50 minutes

GROUP DISCUSSION

TUTOR: Go through the following examples and for each ask the group to consider how they would feel:

Imagine that you have been out to work, and after having saved up for several months, buy a car that is your pride and joy. Then, one night, someone steals it and crashes.

You hear from the police that the offender is caught, but that he is saying it was a nice car so clearly you could afford it, and you would be able to claim on the insurance anyway.

Or you are in the TC, and have built up a good relationship with Paul. Two days later you find some stuff missing from your cell. You find out that Paul did it.

ASK (for each scenario): How would you feel?

Encourage the group to consider the emotions these situations would evoke.

Also ask the group to consider the difference of someone who steals being stolen from, versus someone who does not steal themselves.

LEARNING POINTS

Both personal and impersonal stealing can affect community relationships through emotional and financial costs

For those who do not steal, the emotional trauma of having been stolen from can be much more intense

Time: 15 minutes

Elapsed time: 65 minutes

DISCUSSION - Stealing V stolen

ASK: What do you do if someone gives you too much change?
Would you act differently if you were short-changed?
What might happen in the Kainos community if everyone decided to start stealing from everyone else (including all the staff)?

LEARNING POINTS

We can be tempted to feel it is OK for us to steal from others, but not to be stolen from ourselves.

If everyone acted in this way, there would be chaos

Time: 15 minutes

Elapsed time: 80 minutes

DISCUSSION - THE ART OF GIVING

ASK: So how do you think the community might function differently if everyone started to give each other something instead? - Not money, but a bit of themselves, a bit of encouragement, a bit of support, a bit of their tobacco?

TUTOR PROMPTS

People might feel more supported
If everyone did it, then there might be more trust
There might be more respect, both given and received
People might feel safe and valued

Put up on the flipchart the following statement:

'It is better to give than to receive'

Encourage the group to think about what that statement means, and whether they think the statement is true.

TUTOR PROMPTS

In order to receive, someone else has to give
If we only take from people, at some point they are going to stop giving
We are more likely to get our long term needs met by giving to others, as if others around us have this view too, then we are also likely to receive!

LEARNING POINTS

It can feel good to give, but also through giving we are more likely to receive, helping everyone within that community

TUTOR: Every act of giving is an act of rebellion against a life dominated by possessions and wealth and if we acquire the habit of regular giving, then it is hard to be tempted into stealing. Giving does not have to be just money, it can be in time, hospitality, as well as material possessions.

Time: 20 minutes

Elapsed time: 100 minutes

Remind the group to consider what target for change they can practise in the TC as a result of this session.

HANDOUT: *My Learning Points*

Time: 10 minutes

Elapsed time: 110

Interpersonal Relationships

Session 12 - Handout 1

Examples of types of stealing sometimes seen as 'OK'

It has been said that if it is not screwed down or concreted into the ground it is in danger of being stolen. Apparently road signs are now made of some valueless fibreglass because they used to be stolen and melted down for scrap.

Some forms of stealing seem almost respectable. What about tax evasion? For some this seems like a game - 'How much less tax can I get away with paying' - and yet as we have seen it is the majority of tax payers who suffer because they have to pay even more to compensate for those who are cheating. Inland Revenue estimate that about £15 billion is lost through tax evasion each year.

Some theft involves a deception, and the consumer affairs programme, 'Watchdog,' is full of stories of mail order firms taking your money and never delivering the goods, of special offers that are not special, of price reductions that were not reductions and of dream holidays that were nightmares.

VAT is fiddled, grant applications are faked, mortgage applications are manipulated, phoney business loans are claimed for, and so the list is endless. The Serious Fraud Office estimates that financial crime costs us £29 billion annually.

Just think what community services could be provided if this money was available, and less needed to be spent on policing:

- More teachers
- More schools
- Better healthcare
- Higher benefits
- Free care for the elderly
- Cheaper public transport
- Cheaper mortgages
- Cheaper loans

Interpersonal Relationships

Session 12 - Handout 1

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION THIRTEEN

UNFAITHFULNESS



Inter-Personal Relationships

SESSION THIRTEEN: UNFAITHFULNESS

SESSION AIM:

- To understand the motivations for unfaithfulness
- To identify maladaptive and adaptive relationship building and maintaining strategies

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Cognitive distortions

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

- Unfaithfulness: Definition
- Nigel's Vignette
- The 5 Rs in relationships
- My Learning Points

INTERPERSONAL RELATIONS SESSION THIRTEEN

Unfaithfulness (Commitment)

GROUP MEMBER WELCOME

Targets for change review

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR: In the last session we looked at how taking from others can cause a breakdown in relationships, with ultimately our needs not getting met.

In this session we are going to discuss the idea of being unfaithful to another, and how this influences decisions within relationships and marriage.

UNFAITHFULNESS DEFINITION

ASK: Is it possible to be unfaithful to anyone, or only in a marriage? (Yes)

Get the group to consider what is meant by the term being unfaithful

HANDOUT: *Unfaithfulness*

un·faith·ful adj

1. untrue to commitments, duties, beliefs, or ideals
2. engaging in sexual relations with somebody other than one to whom monogamy has been pledged
3. not true to the original
4. not having religious faith (archaic)

LEARNING POINTS

Being unfaithful means being untrue to ANY duties, beliefs or ideals

The more we are untrue to ourselves and our friends, the more likely we will also be untrue within intimate relationships

Time: 10 minutes

Elapsed time: 25 minutes

UNFAITHFUL VIGNETTE

Read through the following vignette, and encourage the group to consider what made Nigel unfaithful:

HANDOUT: NIGEL VIGNETTE

'Nigel was an attractive man, and he knew it. He did not have time or interest in developing relationships, as he was only interested in sex. He didn't have to work hard to get a girl to have sex with him, and after a few casual sexual encounters, he would move on. But then one day he met Jocelyn, who he immediately wanted. She was happy to talk, but kept Nigel at a distance. This made him want her even more. As their relationship grew, Nigel found himself wanting to spend more time with Jocelyn. After several months of dating, they slept together. Nigel moved in to live with Jocelyn. However, whilst Nigel still really enjoyed spending time with Jocelyn, over the next few months he found himself thinking more and more about sex with other people. Not long after, he started to make excuses to Jocelyn about working hard at the office, and went out with other women. He had several sexual encounters, and did not tell Jocelyn, as he felt it was not any of her business. When Jocelyn found out, she was distraught and ended their relationship. Nigel pretended he was not bothered, but really missed her company, and felt sad at the loss. To compensate he started having sex with more women, but his pleasure was reduced. To protect his feelings, he never chose to have a close relationship again.'

TUTOR PROMPTS

Little understanding of intimacy in his life

Met a girl who he liked, but could not change his attitudes to sex (novelty)

Allowed his immediate needs to overtake his long term needs

Pretended that relationships and people did not matter to him (but quite clearly they did)

Lost an opportunity for an intimate relationship

LEARNING POINTS

In order to remain faithful, we have to commit ourselves to achieving long term goals, and may at times need to challenge or change our short term ones.

Time: 20 minutes

Elapsed time: 45 minutes

DISCUSSION: SEX V LOVE

ASK: How does sex and love differ?

TUTOR PROMPTS

Sex can be loving, or can involve very few deeper emotions

Sex can be mutual, or one focused on one person's needs (selfish)

Love involves deeper feelings

To express love can leave us feeling vulnerable (to rejection)

Sex is an instant gratification

Love can take time to build and effort to maintain

LEARNING POINTS

Sex is a short term pleasure hit

Love takes time, effort and being open to emotions

Love is ultimately more meaningful than sex

Sex within love is a satisfying combination

Time: 15 minutes

Elapsed time: 60

CHARTLIST: CONSEQUENCES OF UNFAITHFULNESS/ADULTERY

ASK: What are the consequences of adultery?

Encourage the group to consider how, once a commitment to the person has been made, how that person feels when the commitment is gone back upon, and how the adulterer might also be affected:

TUTOR PROMPTS

VICTIM CONSEQUENCES

Hurt
Feels unattractive
Rejected
Loses self confidence
Loses trust in others
Angry
Confused
May find it difficult to
get into another relationship

ADULTERER CONSEQUENCES

Loss of relationship/trust
May pretend nothing matters
Guilty (if relationship was
important)
Emotionally distant
Temporary sexual relief
Emotional loss

LEARNING POINTS

Adultery has negative consequences for both parties
Long term emotional needs are less likely to be met

Time: 15 minutes
Elapsed time: 75

GROUP DISCUSSION

HANDOUT: The Five Rs In Relationships And Marriage

Go through each of the headings and encourage the group to consider the role of each of these in successful relationships including marriage

TUTOR PROMPTS

Respect

Means considering the needs of the other person in the relationship too
Means believing in them enough to trust them
Means offering love/affection etc without expectation of immediate return
Means using appropriate language

Responsibility

Means accepting when you have done something to upset or hurt the other person
Means accepting that you have a part to play in keeping the relationship going

Relate

Means really wanting to find out about the other person, their needs, their beliefs, their feelings
Means spending time together on shared tasks
Means being open and honest with your feelings

Romance

Means spending time listening to, what the other person has to say and enjoying the other person's company
Means developing deep feelings of warmth towards the other person
Means working hard for your time together to feel special

Resolve

Means putting commitment into that relationship
Means setting time aside to nurture that relationship
Means accepting there will be set backs, but maintaining that focus on making the relationship work

Get the group to consider how many of these skills they can already practice within the Kainos Community (most of them)

LEARNING POINTS

Many of the skills needed to develop and maintain meaningful intimate relationships, including marriage, are similar to developing and maintaining any relationship

Many of these skills are able to be practiced every day within the Kainos Community, which will help with intimate relationships following release

Relationships to effort, commitment, and above all, real respect for the other person.

The test of these skills is not want relationships are going well, but when they are starting to go badly

Time: 30 minutes

Elapsed time: 105 minutes

Encourage each group member to consider how they might show greater faithfulness in the dealings with others in the TC and also significant others in their lives. Help them identify practical targets for change that would show this increase in faithfulness

HANDOUT: *My Learning Points*

Time: 15 minutes

Elapsed time: 120 minutes

Interpersonal Relationships

Session Thirteen - Handout 1

Unfaithfulness

un·faith·ful adj

- 1. Untrue to commitments, duties, beliefs, or ideals**
- 2. Engaging in sexual relations with somebody other than one to whom monogamy has been pledged**
- 3. Not true to the original**
- 4. Not having religious faith (archaic)**

Interpersonal Relationships

Session Thirteen - Handout 2

Unfaithfulness

'Nigel was an attractive man, and he knew it. He did not have time or interest in developing relationships, as he was only interested in sex. He didn't have to work hard to get a girl to have sex with him, and after a few casual sexual encounters, he would move on. But then one day he met Jocelyn, who he immediately wanted. She was happy to talk, but kept Nigel at a distance. This made him want her even more. As their relationship grew, Nigel found himself wanting to spend more time with Jocelyn. After several months of dating, they slept together. Nigel moved in to live with Jocelyn. However, whilst Nigel still really enjoyed spending time with Jocelyn, after several months he found himself thinking more and more about sex with other people. Not long after, he started to make excuses to Jocelyn about working hard at the office, and went out with other women. He had several sexual encounters, and did not tell Jocelyn, as he felt it was not any of her business. When Jocelyn found out, she was distraught and ended their relationship. Nigel pretended he was not bothered, but really missed her company, and felt sad at the loss. To compensate he started having sex with more women, but his pleasure was reduced. To protect his feelings, he never chose to have a close relationship again.'

Interpersonal Relationships

Session Thirteen - Handout 3

The 5 Rs

Moral Reasoning: Unfaithfulness (Commitment)

Practical steps: 5 R's

1. Respect

2. Responsibility

- Problems. Don't pass the buck.

3. Relate

4. Romance

Someone once said: "If there were more courting in marriage there would be less marriages in court!"

5. Resolve

Decide to make it work.

A major point here is perhaps to singles who have not taken the plunge.

- Be very careful whom you marry.
- Don't marry for the wrong reasons.
- Take your time.
- Don't be pushed into marriage by the media or social pressure.
- Some people are born to be single. That doesn't matter.

Interpersonal Relationships

Session Thirteen - Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

The targets for change I need to set for myself within the TC as a result of this session are:-



INTER-PERSONAL RELATIONSHIPS

SESSION FOURTEEN

THE SANCTITY OF LIFE



Inter-Personal Relationships

SESSION FOURTEEN: THE SANCTITY OF LIFE

SESSION AIM:

- To consider moral dilemmas within forms of taking life which are legal in some countries
- To consider the potential value of lives that have been taken
- To consider the absoluteness of taking a life (No second chance)

REHABILITATIVE NEEDS TARGETED

- Poor thinking skills
- Perspective taking
- Pro-criminal cognitive distortions

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS:

- Abortion statistics
- Abortion case study
- Euthanasia
- My Learning Points

Interpersonal relationships: Session fourteen

Taking Life

GROUP MEMBER WELCOME

Review of targets for change

Time: 15 minutes

Elapsed time: 15 minutes

TUTOR:

In this session we are going to look at some legal forms, at least in some countries, of taking a life.

But first, we need to think about death.

100 per cent of us will die. Yet unless we work in hospitals or funeral parlours, most of us will only rarely see dead people during our lives.

Strangely though, we are more familiar with death and killing than any previous generation. We see it on our television and cinema screens; Violence is being pumped into our culture. We have grown a new generation of movie heroes - Rambos, Terminators, Lethal Weapons who die hard - and none of these are exactly role models for 'anger management.' We have watched men and women shot, drowned, burned alive, crushed by cars, eaten by sharks, swallowed by snakes and consumed by aliens.

In today's session we are going to consider the value of human life, and how it can influence how life is taken.

ABORTION DISCUSSION

HANDOUT: *Abortion Statistics*

ASK: How right do you think it is to terminate a pregnancy?

Get the group to consider the age of the baby, the reasons for the abortion, the legality of the abortion (In Ireland it is illegal).

Encourage the group to consider the benefits of abortion.

TUTOR PROMPTS

No unwanted baby

Parents may not have been in a position to look after that baby

Baby may have lived a life of pain, if profoundly disabled

HANDOUT: *Case Study*

Then provide them with the 2nd abortion handout, and read it through:

Some medical students were attending a seminar on abortion where the lecturer presented them with the following case study:

The father of the family has syphilis.

The mother has tuberculosis.

They have already had four children.

The first is blind.

The second died.

The third is deaf and dumb.

The fourth has tuberculosis.

The mother is now pregnant with the fifth and comes to you, as her doctor, for advice. She is willing to have an abortion.

The medical students were asked: 'What would your advice to the mother be?

The majority of the students voted to terminate the pregnancy.

"Congratulations," said the lecturer, "You have just murdered Beethoven."

Encourage the group to consider what this case study might suggest, and then consider the risks of abortion

TUTOR PROMPTS

If we end a life, we don't know what unique skills that individual could have brought into the world (or their children)

All human life has value

We cannot predict the future

Woman may experience trauma/physical injury

LEARNING POINTS

Abortion has both benefits and costs to it

To take a life also could have major costs for the future of society

Time: 15 minutes

Elapsed time: 30 minutes

EUTHANASIA DEBATE

Explain the concept of Euthanasia if anyone is unclear.- Taking a life to ease that person's suffering

HANDOUT: *Euthanasia*

ASK: Is it OK to take a life if that person is in pain?

Split the group into two, and get one group to argue for Euthanasia, and one to argue against- Highlight these are real issues that are being debated in society and there is no right or wrong answer. Get each group to come up with reasons to support their position. Once they have done this, get one group to present to the other group, then give the second group time to consider their own response. Repeat this process when the second group then respond.

Try to get the group to acknowledge the validity of the content of the other group's argument, but then use their own thoughts to counter that position (I.e DO NOT allow each side just to reject wholly the other side's argument, as this reinforces either or thinking). NB- This reinforces the listening and negotiation skills highlighted in previous sessions.

TUTOR PROMPTS

For Euthanasia

Could end someone's suffering
Could allow someone to die who has lost their ability to reason (eg alzheimers)
Could ease the load of the whole family
Would cost less than keeping them alive
We all have to die sometime- It can make death more predictable and perhaps more comfortable

Against Euthanasia

Could be used to kill people against their will
Where would it stop (may start with terminally ill, then frail, then just old, then not so old etc)
Makes murdering someone suddenly legal
Who decides who should or should not die?
Could be used to turn off life support machines much earlier, when that person might have recovered
Someone might ask to die who is depressed, but if they had been allowed to recover, would then have really valued life again

Once the debate has finished, get the group to process what it was like arguing for each position. Get them to consider whether they truly believed everything that they were saying, and what their true feelings were.

Get them to consider how they might feel if they were the person in the care home, whose family were asking for them to be killed?

LEARNING POINTS

There are many issues to consider when taking the life of anyone
Our own views may be very different to the possible victim

Time: 40 minutes
Elapsed time: 70 minutes

DISCUSSION CAPITAL PUNISHMENT

TUTOR: Another area of legalised killing is in relation to capital punishment, or the death penalty.

ASK: Who would like to see the death penalty return as a form of punishment? (Get the group to put their hands up if they would)

Then facilitate a discussion on how they would like to see this implemented, considering:

What offences? (eg genocide, mass murder, paedophilia, rape)

Who?- (Only men, what age, only people who couldn't change)

How?- (Injection, electric chair, hanging, guillotine)

Who should decide? - (Judges, Jury, psychiatrist)

Then ask the group to consider if they would change anything if:

1: They had to pull the switch or do the injection or

2: If it was them, or an important person in their life

3: There were miscarriages of justice which only got found out after the person was killed?

LEARNING POINTS

Capital punishment is a complex issue

Taking any life provides no chance to review that decision

It is even more difficult when the death may be someone close to you

Time: 30 minutes

Elapsed time: 100 minutes

TUTOR: Bring the group to a close, and provide the learning points handout. Highlight that for today's targets for change, this is more about how they might change their attitudes in future to the topics discussed, rather than noting behavioural changes in the TC.

HANDOUT: *My Learning Points*

Time: 15 minutes

Elapsed time: 115 minutes

Interpersonal Relationships

Session Fourteen - Handout 1

Abortion

Since 1967, when abortion under controlled circumstance became legal in this country, over 4 million abortions have taken place. Figures show that:

In less than 1% of cases was rape cited.

In less than 1% of cases was there an abortion because of severely handicapped babies.

In less than 1% of cases was abortion carried out to save the life of the mother and/or child.

Even if it were a complete 1% for each, that would leave a staggering 97% of abortions carried out for other reasons. This means that over 3,880,000 perfectly healthy babies have been destroyed since 1967.

It would therefore appear that most abortions occur because it is convenient.

Interpersonal Relationships

Session Fourteen - Handout 2

Case Study

Consider this case study: Some medical students were attending a seminar on abortion where the lecturer presented them with the following case study:

The father of the family has syphilis.

The mother has tuberculosis.

They have already had four children.

The first is blind.

The second died.

The third is deaf and dumb.

The fourth has tuberculosis.

The mother is now pregnant with the fifth and comes to you, as her doctor, for advice. She is willing to have an abortion.

The medical students were asked: 'What would your advice to the mother be?

The majority of the students voted overwhelmingly to terminate the pregnancy.

"Congratulations," said the lecturer, "You have just murdered Beethoven."

How valuable is life in this society?

Interpersonal Relationships

Session Fourteen - Handout 3

Euthanasia

The definition of Euthanasia is:

The act or practice of killing somebody who has an incurable illness or injury, or allowing or assisting that person to die.

If Euthanasia were made law, would the old be treated with the same value as aborted babies?

After all, the old are a financial burden among other things, on the country, and already many are sent to care homes because their family does not want the bother of looking after them. It would be a very convenient way to get rid of us when we are past our usefulness.

Think about that: Are you going to outlive your usefulness?

Interpersonal Relationships

Session Fourteen - Handout 4

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

My views of taking life are now:-



Kainos Community
**CHALLENGE
to CHANGE**

INTER-PERSONAL RELATIONSHIPS

SESSION FIFTEEN

FAMILY RELATIONSHIPS



Inter-Personal Relationships

SESSION FIFTEEN: FAMILY RELATIONSHIPS

SESSION AIM:

- To consider the importance of respect within family relationships
- To identify positive family communication skills that maintain family relationships

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Impulsive reactions to others

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS/OHPs:

- Family pressures
- Supporting our families
- Dangers of unforgiveness
- Discipline
- My Learning Points

Interpersonal relationships: Session Fifteen

Family Relationships

GROUP MEMBER WELCOME

Time: 5 minutes

Elapsed time: 5 minutes

TUTOR: Up to this point, we have spoken primarily about relationships with other adults, especially within the Kainos TC, but one of the biggest influences you can ever have on another person, is when you take on the role of a father, within a family.

ASK THE GROUP TO RAISE THEIR HANDS AS TO WHO IS ALREADY A FATHER, OR WHO WOULD LIKE TO BE ONE IN THE FUTURE.

Of those who are already fathers, ask them to raise their hands if they are in regular contact with their children.

POSITIVE FAMILY DYNAMICS DISCUSSION

ASK: If you have ever lived within a family, either as a child or as a father, where that family is working well together, what was going on in those relationships which appeared to be working? If you have never had that experience, try to think about what you think you would like to see in a situation where you were being a good father to your children, and a good partner:

TUTOR PROMPT

Stability

Love/affection

Respect

Clear rules

Listening to each other

LEARNING POINTS

There are certain behaviours towards other family members which seem to help the family work better together.

Time: 10 minutes

Elapsed time: 15 minutes

CHARTLIST

ASK: What pressures are now faced by families that may cause difficulties in parent:child relationships?

Chartlist the responses.

TUTOR PROMPTS

- Mum and dad both having to work- Kids spending more time on the computer, or looked after by sisters/brothers/distant relations
- Weekend working and unsociable hours reducing QUALITY FAMILY TIME.
- More use of fast foods and no more family meals..
- Regularly moving house, so kids have no stable daily structures or schooling
- Children are targeted as consumers and customers.
- Childhood is being taken away earlier.

HANDOUT: *Family Pressures*

Go through each example, and encourage the group to consider the possible knock on effects on a child's development, and the proper functioning of that family:

TUTOR PROMPTS

Less time with kids-	Don't have clear boundaries Don't experience parental love May build resentment in them
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Using internet/games-	Poor social skills development
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Later social isolation

Less quality time-

Less pleasure in family life
Only contact may be when irritable

Fast food-

Poor health
Poor physical development

Lots of moves-

Lack of security and safety
Left feeling unsettled/anxious
Further social isolation

LEARNING POINTS

Even when we know what we could be doing, the pressures of life can build conflicts within family relationships

In today's world we need to work even harder to keep families together

Time: 20 minutes

Elapsed time: 35 minutes

DISCUSSION: The danger of unforgiveness in families

TUTOR: When relationships are important, it is inevitable that we will get hurt at times. When this happens, it can be very tempting to hold onto those resentments, and even to build upon them. Our relationships with our children can be even more intense; A three year old child has the ability through their tantrums to make a parent into quivering wreck, which we can then assume was done 'deliberately to hurt us'. (This is what ALL two and three year old children do to some extent, as it is part of them learning to respond to boundaries).

HANDOUT: *Dangers of Unforgiveness*

Encourage the group to consider what the consequences might be for them and their families if they allow themselves to hold on to past resentments.

TUTOR PROMPTS

Their children:

- May learn that there is no respect in relationships
- May not have a clear idea of boundaries or rules
- May not feel safe
- May pick up on the resentment, and feel it themselves
- May see communication with others as being hard/pointless
- May end up acting with resentment, avoidance of relationships, pushing boundaries
- May cause children to become more disruptive and difficult to manage
- May end up with our children leading lives we do not wish them to

TUTOR PROMPTS

Themselves:

- May end up with a poor relationship with our children
- May feel guilt for not being a good parent, fuelling even more resentments

LEARNING POINTS

The way you function as a father, even at a distance when in prison, can have a dramatic influence on the development of your children

To learn to forgive is not easy, and can take time, but may be one of the most important skills to learn, especially within family relationships

Time: 15 minutes

Elapsed time: 50 minutes

TUTOR: We all know that a good family background gives our youngsters the best start in life. It has been shown that even in today's world, there are still things we can do to support our children grow to be the adult we would like them to be:

Provide the handout and encourage the group to discuss their understanding of each section

HANDOUT: *Supporting Relationships*

TUTOR:

1. Learn to learn.

Everybody makes mistakes, including our own parents.

Don't repeat your parents' mistakes. Learn to change things with your own children so that they don't only love you but also respect you.

1.2. Learn to be fair.

- Avoid favouritism (no 'kindred spirits' or 'all boys together' but equal treatment of all your children).
- Avoid hurtful comparisons (e.g. 'Why can't you be like?')
- Don't play one against the other. (Parents can be guilty of this as well as children.
- Think before you say/do anything.
- Don't disagree in front of the children. If you think your partner is wrong discuss it in private later.

2.3. Learn to communicate.

We need to:

- Listen to our children
- Take an interest in their school work/hobbies/friends, etc.
- Set aside time to sit and chat.

3.4. Learn to forgive.

It is rare that parents are deliberately horrible to their children, but we all make mistakes and get it wrong sometimes.

- We should not blame our parents or ourselves for these mistakes. It is time to forgive them and ourselves and move on.
- It is important to acknowledge faults and mistakes so that we can correct them.
- If we want our family to stay strong, we need to recognise each other's weaknesses and support each other.

5. Learn to let go (don't be overprotective)

Children need:

- Space (own bedroom, time with friends, etc.)
- Trust (a little bit goes a long way and can be built on).
- Responsibility (e.g. "If you promise to get the last bus home, you can stay out that extra half-hour.")
- To suffer the consequences of their own actions (e.g. "You were late last night, you cannot go to the club tonight.")
- Rules - clear guidelines on expectations for their behaviour.

[Discuss briefly each of these and then ask for more ideas of what children need.]

GROUP DISCUSSION

Encourage the group to see if they can identify with any situations when they have either experienced themselves or their parents getting right, and when they may have got it wrong, and what these different situations felt like

TUTOR PROMPTS

Getting it right

Validated

Secure

Safe

Wanted

Getting it wrong

Hurt

Rejected

Angry

Sad

Ask the group to consider which experiences would have been more likely to support them in building solid, safe and supportive relationships.

LEARNING POINTS

With determination, whatever our situation, we can support our children in ways that enhances the quality, experience and development of their lives.

Time: 25 minutes

Elapsed time: 80 minutes

DISCUSSION: THE USE OF DISCIPLINE WITH CHILDREN

Encourage the group to consider what we actually mean by discipline:

NB if the group discuss physical punishment, try to steer them to what that punishment is for:

TUTOR PROMPTS

A way of getting children to respect and stick to rules

A way of getting children to know their own limits, and those of others

Discipline, if done effectively, can actually make children feel safe (children need consistent and predictable boundaries)

A way of knowing what in our society is right and wrong

A way of learning to avoid what may be unhelpful for them

LEARNING POINTS

We need to know what our discipline is trying to achieve, and monitor its success
If this is not the outcome of the discipline, then the discipline is not effective

Time: 15 minutes

Elapsed time: 95 minutes

Explain: Psychologists have undertaken considerable research on the most effective methods of disciplining children.

Provide the handout and encourage the group to consider the extent to which they can accept each suggestion:

Discipline should:

- Be strictly limited and there should be no risk of physical harm.
- Not be psychologically hurtful. It is worth noting that some non-physical punishments such as humiliation can be very damaging.
- Never be carried out in rage.
- Be agreed by both parents.
- Be appropriate to the offence.
- Not be carried out unless there was a clear rule was broken.
- Be explained.
- Be followed immediately by showing your also still love them.
- Once punishment is carried out, be closed as the price has been paid.

HANDOUT: **Discipline**

LEARNING POINTS

Effective child discipline is done from a basis of love and support

Effective discipline is time limited

Effective discipline is likely to add to a positive family relationship

Time: 15 minutes

Elapsed time: 110

TUTOR: Some of you will already have children you are supporting, writing to and maybe having visit. Try to think about how your relationships with them can help them to grow into the people you would like them to be.- Close the session and provide the learning point handout. Ask them to think about targets for change that their children would be able to notice

HANDOUT: My Learning Points

Time: 10 minutes

Elapsed time: 120 minutes

Interpersonal Relationships

Session Fifteen - Handout 1

Pressures on families

- Mum and dad needing to go out to work, so kids left with the TV, internet, computer games, or other family members.
- Weekend working and unsociable hours reducing QUALITY FAMILY TIME.
- Eating fast foods and no more family meals.
- Lots of house moves so no stable daily routine.
- Pressure from kids to 'BUY BUY BUY'.

Interpersonal Relationships

Session Fifteen - Handout 2

Dangers of Unforgiveness

Two dangers of un-forgiveness in families.

1. It is generally accepted by many psychologists that holding on to our past resentments robs us of gaining satisfaction from all our relationships.
2. Also, doctors have found that retained resentments actually release dangerous toxins into our system.

HOWEVER:

3. The saying "To forgive is to forget" is usually said by people who have no experience of forgiving.
4. The words "Time is a great healer," has little weight.
5. Learning to forgive takes time, and can be hard, but also can be very worthwhile.

Interpersonal Relationships

Session Fifteen - Handout 3

Supporting Relationships

SUPPORTING RELATIONSHIPS WITH OUR CHILDREN

1. Learn to learn.
2. Learn to be fair.
3. Learn to communicate.
4. Learn to forgive.
5. Learn to let go.

Interpersonal Relationships

Session Fifteen - Handout 4

Discipline

Discipline should:

- Be strictly limited and there should be no risk of physical harm.
- Not be psychologically hurtful. It is worth noting that some non-physical punishments such as humiliation can be very damaging.
- Never be carried out in rage.
- Be agreed by both parents.
- Be appropriate to the offence.
- Not be carried out unless there was a clear rule was broken.
- Be explained.
- Be followed immediately by showing your also still love them.
- Once punishment is carried out, be closed as the price has been paid.

Interpersonal Relationships

Session Fifteen - Handout 5

My Learning Points

The learning points for me from this session are:-

I have benefited from this session because of:-

When I relate to my family and/or children I will:-



Kainos Community
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to CHANGE**

INTER-PERSONAL RELATIONSHIPS

SESSION SIXTEEN

FAMILY RELATIONSHIPS



Inter-Personal Relationships

SESSION SIXTEEN: MODULE REVIEW

SESSION AIM:

- To reinforce learning of the module content
- To link module learning to TC practice
- To introduce the final module

REHABILITATIVE NEEDS TARGETED

- Poor social skills
- Cognitive distortions
- Impulsive reactions to others
- Perspective taking

MATERIALS:

- Paper, Pens, Folders, Flipchart, Marker Pens.

HANDOUTS/OHPs:

- Module quiz
- Module course content overview
- Summary
- TC self evaluation sheet

GROUP MEMBER WELCOME

Time: 5 minutes

Elapsed time: 5 minutes

TUTOR: In this relationships module, we have looked at a variety of issues which can either enhance, or attack, the relationships we have with other people.

We have highlighted how humans are designed to live in a social world, and so relationships are natural and desirable for all. However, we have also seen how, depending on our life experiences, we can protect ourselves from these needs not being met, by pretending that other people are unimportant to us.

Today, we will review what we have done on this module, firstly by presenting you with a quiz- With a prize for the winning team, and secondly by providing you with the opportunity to ask any questions you may have about each of the sessions.

END OF MODULE QUIZ

Split the group into two, and ask each team one of the following questions in turn. They score two points for a fully right answer, one point for a partially right answer and no points for a wrong answer. Explain that the question master's decision is final. Explain that they may refer to their folders should they wish, but initially try to see how much they can remember without having to look. For ease, it can be helpful to go through each session in order:

Session 1: Negotiation

Why do conflicts arise?

Conflicts arise when people want different things from the same situation or person

What is the definition of negotiation?

1. The reaching of agreement through discussion and compromise
2. The tackling of a hazard or problem (formal)

What are the four types of listening?

Ignoring
Surface
Content
Empathic

Session 2: Perspective taking

What is the value of taking someone else's perspective, or viewpoint?

Learning to see the world from other people's perspectives can help us to work better within social systems

It allows us to develop 'win win' scenarios

Session 3: Victim awareness

What is a victim?

"a person killed or tortured by another, a person subjected to cruelty, oppression, or other harsh or unfair treatment or suffering death, injury, ruin, etc. as a result of an event, circumstance, or oppressive or adverse impersonal agency. Also a person killed, ruined, etc. as a result of his or her own action in seeking to attain an object, gratify a passion, etc."

Or: A dupe

What is the ripple effect?

The way in which one crime can create many different victims

Session 4-9: Emotional awareness

Name four different bodily reactions to the 'flight or fight' response

- Breathing faster
- Heart rate increase
- Hyperventilation
- Sweaty palms or hands
- Feeling elated
- Feeling sick
- Confused thinking/lack of judgement
- Feeling dizzy/light-headed

What is on the other end of the 'sensing' personality preference?

Intuition

Name another personality preference:

<u>Extroversion</u>	<u>Introversion</u>
<u>Sensing</u>	<u>Intuition</u>
<u>Thinking</u>	<u>Feeling</u>
<u>Judging</u>	<u>Perceiving</u>

When thinking about how anger works, what is an immediate or 'primary' thought?

The thought that we have after the external event, which then causes us to feel angry eg
'They are not allowed to look at me...how dare they'

Name a primary feeling that comes before a secondary angry feeling:

Any emotion apart from anger! Eg, Insecurity, fear, stress, sadness, shame etc

What are two positive functions of anger?

Gives Energy
Disrupts Situation
Express Feelings
To Defend
Signal Feelings
Instigate
Potentiate
Promote

What are two of the behavioural outcomes of anger?

Outcome 1, Positive Confrontation/assertion
Outcome 2, Aggression
Outcome 3, Avoidance

What is positive confrontation, or assertion?

Managing a conflict in such a way that your needs are more likely to be met, with much less need to use violence or create ongoing conflict

Name four consequences of anger

Solving the problem
Social Change
Being the 'victor'
Sense of 'release'
Injury
Isolation
Counter Attack
Increased Annoyance
Problems Remain or get worse
Depression
Stress/anxiety

Session 10: Social skills

Name two reasons why it is useful to have good social skills

Problems can be more easily resolved with good social skills
Groups can work together with good social skills
Good social skills helps to build safe and stable relationships
Good social skills helps to build intimate relationships
We are more likely to get our needs met with good social skills, with less cost to the people around us

What does COBBS stand for?

CLEAR - Communicate clearly
OBJECTIVE - Your opinion not others
BALANCED - Fair
BRIEF - Keep it short
SPECIFIC - Example

Session 11: Coveting

What does coveting mean?

Dictionary = To desire eagerly what belongs to another, grasping, greedy.

What is the difference between wanting something and needing it?

Want is a desire, need is a necessity, without which we cannot function

Session 12: Stealing

Give two justifications for stealing, and the reality of what that justification is false.

'No-one got hurt'	Emotional/financial consequences
'They can afford it'	Very few people are wealthy enough to go and replace items without causing any financial difficulties
'They have insurance'	Insurance claims only cover some of the worth of what is stolen You cannot insure against trauma
It's only the government	This has knock on costs for everyone
It's only a business matter	Indirectly important people will also be affected (insurance, cost of goods etc)

What does the 'art of giving' mean?

Relationships can flourish when we give more than we receive, which can be satisfying to both us and other people

Session 13: Faithfulness

What is the difference between sex and love?

Sex is a short term pleasure hit
Love takes time, effort and being open to emotions
Love is ultimately more meaningful than sex
Sex within love is a satisfying combination

What are two of the five Rs in maintaining healthy relationships?

1. Respect
2. Responsibility
3. Relate
4. Romance
5. Resolve

Session 14: Sanctity of life

Is abortion legal?

Yes, but only in some countries (eg Not in Ireland)

Name a possible difficulty for bringing back capital punishment

If the wrong person got hanged- No going back

Session 15: Family relationships

Name four ways you can support family relationships

Learn to learn.
Learn to be fair.
Learn to communicate.
Learn to forgive.
Learn to let go.

What is a negative consequence to holding on to resentments?

Toxins in the body
Has a negative influence on current relationships

Provide the prize to the winning team

LEARNING POINT

It is important to keep thinking and practicing this knowledge, or else it will quickly disappear

Time: 45 minutes

Elapsed time: 50 minutes

GROUP DISCUSSION

HANDOUT: *Overview of the Module*

Provide the handout, and go through each section, stopping to ask if there are any questions. If there are, answer them, if not, try to get the group to remember at least one thing that stood out for them in that session.

Get the group to consider any times when their attitudes have been challenged, and they are now thinking, feeling, or behaving in a different way.

HANDOUT: *Moral Reasoning Summary*

LEARNING POINTS

Once we understand our difficulties in relationships, we can start to challenge and change them

With practice, we can improve our relationships with others

Change is already occurring for some

Time: 20 minutes

Elapsed time: 70 minutes

KAINOS PRACTICE SHEET

HANDOUT: *KAINOS Practice Sheet*

Explain that instead of the usual learning sheet for this session, this is a sheet to identify current specific targets for change in their relationships with other people within the

community, that have arisen as a result of both the programme, and feedback from the spurs meetings

Ask each group member to identify at least two current targets for change that they will be practicing in the TC that others can support them with.

Time: 20 minutes

Elapsed time: 90 minutes

END OF MODULE CEREMONY

Hand out the certificates and have a round of applause for each one

Time: 15 minutes

Elapsed time: 105 minutes

TUTOR: CLOSING THOUGHT:

Think.... Laws are made for those whose heart needs changing. People with a right heart don't need laws. They would not need to be told not to steal etc.

Thank the group for their participation

Interpersonal Relationships

Session Sixteen - Handout 1

MODULE OVERVIEW

Session	Title	Outline of content
One	Negotiation skills	To understand Negotiation Skills To develop good listening skills in relation to negotiation To develop empathy Awareness of mediation skills Conflict resolution skills
Two	Perspective taking	To continue developing perspective taking skills To put perspective taking skills into practice
Three	Victim awareness	Defining a 'Victim' Considering victims Self victimisation Effects of crime Effects of my own crime
Four	Emotional awareness	To consider unhelpful emotional reactions To introduce methods to manage these reactions more appropriately Learning where emotions come from
Five	Emotional awareness Looking at Anger	Identify Anger Triggers
Six	Emotional awareness Looking at Anger	Understand Anger Arousal Understand Anger Functions

Seven	Emotional awareness Looking at Anger	The four outcomes of anger
Eight	Emotional awareness Looking at Anger	Consequences of Anger
Nine	Social skills	Understanding Social Skills Developing Social Skills How Kainos can help my social skills
Ten	Coveting	Wanting what is not mine Shopping Material things
Eleven	Lying	Why do we lie? Types of lies Gossip A healthy alternative
Twelve	Stealing	Forms of stealing Finding things Is our conscience telling us something?
Thirteen	Faithfulness	Adultery Marriage Five ways to keep a faithful marriage
Fourteen	Sanctity of life	Murder Forms of killing Forgiveness
Fifteen	Family relationships	Influence of parents Supporting our children Discipline
Sixteen	Module review	Quiz Most notable memories Linking the module to TC processes

Interpersonal Relationships

Session Sixteen - Handout 2

KAINOS PRACTICE SHEET

Now that you are at the end of the interpersonal relationships module, take some time to consider how you are going to prove to yourself and others that you are practicing skills learnt:

I AM GOING TO DO MORE OF:

I AM GOING TO DO LESS OF:

I AM GOING TO CHANGE HOW I:

OTHER PEOPLE WILL SEE ME: