

THE ACT GAME

ACT: ASSERTIVE COMMUNICATION TRAINING

A Social Skills Training Program for Children Grades 3 - 6

MODULE 5: ANGER

OBJECTIVES

1. Increase self-control over anger and discomfort.
2. Develop use of self-initiated Time-Out.
3. Develop the capacity for self-talk in uncomfortable situations.
4. Increase relaxation skills.
5. Improve assessment of alternatives in problem-solving.

RATIONALE

Anger and high anxiety are emotions that children experience in stressful situations. Children need to cope with these emotions to develop social competence. These skills are internal and must be self-initiated to be effective. To control anger, children are taught to initiate a Time-Out or break for themselves when they feel high anxiety or a desire to act aggressively. The purpose of this Time-Out is to create time and space for cooling down. Another skill that helps control anger is cognitive self-coping talk. This skill's purpose is to increase competence for handling difficult situations through talking to oneself through the experience.

Both Time-Out and Self-Talk make use of relaxation techniques. Therefore, these skills help control anger and discomfort. Thus, students are exposed to different approaches and are encouraged to select one that feels comfortable and effective to them. Just as early awareness of these emotions is important for control, so is coping with feelings before they become overwhelming. The Feeling Thermometer is employed to indicate intensity of anger and discomfort.

Session 1, Module 5: Relaxing

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the session. Wear angry faces and carry a pillow to bat each other with once in a while. Indicate that the session is about how to control anger and high anxiety. Use a little dialogue to introduce the topic.

Example:

COACH: I am the Super Coach, and this is the trainer.

TRAINER: Wait a minute. I am very angry with you. I'd like to bop you over the head with this pillow.

COACH: Why are you mad at me?

TRAINER: You were supposed to call me. I sat around waiting for your call.

COACH: I forgot.

TRAINER: That makes me angrier. I am not at all important to you. You don't care.

COACH: You know that's not true. You are one of my good friends.

TRAINER: Well, maybe I need a minute of time-out to cool down.

(THE TRAINER AND COACH ARE QUIET FOR A MINUTE.)

TRAINER: I am sorry I yelled at you.

COACH: I apologize for not calling.

TRAINER: Let's start the lesson.

Step 2: Have the students compliment themselves and other students.

Example: Before we get started learning how to relax, I want us to practice giving self-compliments and compliments to others. We will go around the room. First, give yourself a compliment. What are you proud of? "I am proud of learning how to use the computer, and I like that JoAnn is a good speller." Go ahead and start with this student over here.

Step 3: Introduce the mini-play. Suggest that the group attend to anger management techniques. Indicate who plays what roles and what the setting is.

Example: Now we are going to present a mini-play for you. For this play you need to use your imagination. Pretend that the characters are inside of an apple. In fact, they are worms. The Super Coach will play the part of Wylie Worm, and the Trainer will play the part of Wanda Worm. Keep your eyes and ears open for the ways that getting angry is handled.

THE APPLE

WANDA WORM: (SINGING TO HERSELF) Oh, an apple a day, keeps the doctor away. Apples sure are good for you. I could eat them all day long. I do spend most of my time eating apples. I eat little tunnels in apples. Wait a minute! What is that noise I hear? It sounds like chewing. You know the inside of an apple is dark. It can get kind of scary if you don't know your way. Who is there? Who is it?

WYLIE WORM: Identify yourself. Who are you?

WANDA WORM: That's what I asked. Who are you?

WYLIE WORM: No, I asked you who you were.

WANDA WORM: You are an intruder.

WYLIE WORM: You are an intruder.

WANDA WORM: My name is Wanda Worm, and what are you doing in my apple?

WYLIE WORM: My name is Wylie Worm, and the question is what are you doing in my apple?

WANDA WORM: I got here first.

WYLIE WORM: Are you crazy? I have been eating this apple all day.

WANDA WORM: Well, I've been here for 2 days.

WYLIE WORM: So what!

WANDA WORM: This apple isn't big enough for both of us. So, get out.

WYLIE WORM: You get out.

WANDA WORM: Go eat a rotten apple.

WYLIE WORM: Don't get smart with me.

WANDA WORM: Ha ha ha ha ha. What are you going to do? Put me on a fisherman's hook?

WYLIE WORM: You are not that kind of worm. You are a fruit-eating worm - not an earthworm.

WANDA WORM: Listen, bozo. It doesn't matter what kind of worm I am. You are in my apple, and I want you gone. Get out NOW. I will close my eyes and count to ten. When I open my eyes, I don't want to see you hanging around. Here goes. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. What are you still doing here?

WYLIE WORM: I am not leaving. This is my apple.

WANDA WORM: You are making me really angry. I've had it.

WYLIE WORM: So what?

WANDA WORM: Get out!

WYLIE WORM: No! Make me.

WANDA WORM: I hate feeling so angry. Are you gone yet?

WYLIE WORM: No.

WANDA WORM: What am I going to do? My food won't digest if I feel so angry. I will have a stomachache.

WYLIE WORM: If you left this apple, you would not have a bellyache.

WANDA WORM: I am so frustrated. What can I do? I guess I had better do something. First, I will try to relax. Take a few deep breaths. One – ahh. Two – ahhhh. Three - ahhhh. That's better. Now I will talk to myself. I am not going to let him make me angry. He can't hurt me or eat me like a bird could. I can always find another apple. Maybe there is room for two worms in this apple. If he won't budge, I can eat a new tunnel in a different direction. Wylie, I'm going to the other side of the apple. You can have this side.

WYLIE WORM: Great. It's almost all eaten.

WANDA WORM: Well, soon we are both going to have to find a new apple.

WYLIE WORM: As long as it's not with you.

WANDA WORM: See you around, Wylie. I am on my way to the other side.

THE END

Step 4: Have the students rate the anger expressed in the play, using the Feeling Thermometer, and identify anger management strategies. Use the Feeling Thermometer to determine how angry both Wanda Worm and Wylie Worm were. Have the group identify what the worms did to handle their anger. Help the students locate the different approaches.

Example: Think of the Feeling Thermometer. How angry was Wanda Worm? Where would you place her on the Feeling Thermometer if 100 means very, very angry and 0 means no anger at all? And what about Wylie Worm? How angry did he get? What are the ways that they tried to deal with being angry? Wanda took some time out. She ate up a new tunnel. Wanda also relaxed herself and talked to herself about how to handle Wylie. She told herself that he couldn't really hurt her and that maybe two worms could live in the same apple.

Step 5: Explain what controlling your anger is all about. Point out the disadvantages of being really angry. Point out what might happen if a person acts out his/her anger. Indicate that there are three ways to control angry feelings: time-out, relaxation, and self-talk. State that we are going to learn all three approaches.

Example: Why is it good to control your anger? You can make things worse if you don't control your anger. Feeling lots of anger is unpleasant. If you act on your anger, you might hurt someone. Other people find it disturbing and stay away from an angry person.

There are three ways to control your anger. One is to take a break: stop the action. That way you can cool down, chill out. During the break, you can relax. It is not possible to feel angry and relaxed at the same time. Talking to yourself about handling the anger is the third way to control your anger. Being in charge feels good. We are going to learn all three ways to control your anger.

PRACTICE

Step 6: Have the teams practice relaxing three different ways: breathing, physical, and imagining. State that there are three different kinds of relaxing techniques: breathing, physical, and imagination. Breathing means to take three deep breaths. Physical means to tighten and release your fist, and imagining means to think of a pleasant place. After practicing all three approaches, the actors will indicate which approach worked best for them, and the actors will demonstrate that method. Spend a lot of time practicing these relaxation techniques.

Example: There are three different ways to relax. We want you to decide which way works best for you. First, we will practice breathing. Get yourself in a comfortable position. Now breathe in deeply and let your breath out slowly. Feel the air coming in and the air going out. Now do it again. In and out. One more time, breathe in deeply and let it

out slowly. Feel the cool air coming in and the warm air going out.

Now we will try physical relaxation. Make as tight a fist as you can. Tighter, tighter. Hold it. Now release the tight fist. Feel the difference between the tension when your fist is tight and when all the tension is gone. Do it again. Make a tight fist, hold it, and release the tension. One more time: tight, very tight, hold it, and release it. This works for different parts of our body. Tighten your shoulders, tighten, even tighter. Release and feel your shoulders relax.

The third way is to use your imagination. Think of a place you love, where you feel calm and happy. See the colors there. Smell the fragrance there. Hear the sounds there. Think of how nice it is to be there. Go ahead and think of that place. Think of the good memories. Just let your mind imagine that place.

Have team members tell which method they liked best.

THE GAME

Step 7: Have the teams prepare to play the game by giving them a situation to work on.

Place a special emphasis on evaluating outcomes. In previous sessions, the game consisted of solving social problems. The teams defined problems, set goals, generated possible solutions, and evaluated the alternatives: what outcomes went with the different solutions? Considering the consequences are so important in the problem-solving schema, we continue to practice it. Give the teams a situation to work on. Have the actors evaluate the alternatives and have the directors provide feedback. Practice and feedback are key elements in skill development. You want students to be able to figure out the consequences of their actions. Do these alternative solutions enable them to meet their goals? Feedback begins with the directors asking the actors what one thing they liked about their performance, and what could be done differently next time. Then the directors comment on what they liked and what they would have done differently. Use tokens throughout.

Example: Now we are going to play the game. Here is the situation: Your little sister told your parents that you stole \$10 from her. You didn't actually steal it. You planned to pay her back. Your parents said they are going to ground you for 2 weeks and make you pay your little sister \$15. Some alternatives are as follows: (a) stop speaking to your little sister; (b) explain to your parents that you borrowed the \$10 and had planned to pay it back within 2 weeks; (c) tell your parents that it is a matter between you and your sister and to stay out of it; (d) hide the \$10 in your sister's room where your parents will find it; (e) tell your parents that being grounded isn't fair because you didn't steal the money; (f) borrow \$10 from a friend and give it to your little sister immediately; (g) accept whatever your parents say without arguing or complaining.

Now we are going to play the game. You have the situation to work on. The actors are to think about the consequences of doing the alternative solutions. The actors' roles are you, your little sister, and your parents. Decide what your goal is and then act out the situation

to determine the consequences. As you act out a particular alternative, the other actors should act out what really might happen. Then discuss the consequences. Finally, decide what is the best alternative to reach your goal and act that out one more time.

The directors stop and start the action, and will watch for certain behaviors. Those behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away).

Step 8: Have the students in each team switch roles when the actors have all had a turn.

If time is short, switch before everyone has had a chance. Practice is essential. If some actors do not have a chance to try their hand at the skills, make note and assign them roles in the next session. The new parts grow out of the situation described.

New Situations (Use these situations, situations from previous sessions, or select situations appropriate to your students)

- Your mother is sick and wants you to do the laundry for her right now. You had planned to meet some friends. Alternatives: (a) do what she asks; (b) refuse to help; (c) try to negotiate doing the laundry later; (d) have the laundry done and pay for it out of your pocket; (e) see if your sister will trade jobs; (f) try to get the family to agree that they do not need the laundry now.
- You have to tiptoe around the house all day because your father works at night and needs to sleep during the day. Alternatives: (a) see if your father could sleep somewhere more soundproof; (b) ask your dad to experiment and see if your normal noise wakes him; (c) stay away from the house as much as possible; (d) give your father a pair of earplugs; (e) grin and bear it - be thankful he has a job.
- You hear your parents arguing about all kinds of small matters. Alternatives: (a) mind your own business; (b) tell your parents it bothers you; (c) turn up your radio real loud whenever they start; (d) give them the name of a marriage counselor; (e) every time you hear them, ask them how important what they are arguing about is; (f) talk to one of your parents sometime when they are not arguing about how you feel.
- You told your parents you went to a friend's house. But you really went to a party with no adults present. Your parents found out and are very angry with you. Alternatives: (a) promise not to lie to them again; (b) tell them you didn't do anything wrong at the party; (c) tell them it wasn't your fault because your friends pressured you; (d) deny that you went to the party; (e) ask them what you can do to make them less angry with you.

REVIEW AND CLOSING

Step 9: End with group affirmations. Reinforce approximations. For example, if a student can only think of negative consequences, say something like, “Thinking of what could go wrong is very important. Next time, let’s look at the other side. What are positive consequences?” Catch a student doing something right. Make sure that every child receives some kind of ending affirmation. Continue reinforcing with tokens. Have the group compliment each other.

Example: Now it is time to end the lesson. Everyone did a great job in learning how to figure out the consequences of doing one of the possible solutions.

Let’s end the lesson going around the room. Finish this sentence about the person sitting on your left: “I like.... because...” We will see you again at the next lesson.

END OF SESSION 1, MODULE 5

Session 2, Module 5: Time-Out

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content of the session. In addition to the usual content of practicing giving compliments and problem solving, as a part of the anger module, this session teaches the use of Time-Out as a self-control device. The Super Coach and the Trainer dress as athletes, or wear hats from the local teams. The Time-Out signal is the hands making a capital “T.”

COACH: Let me introduce myself. I am the Super Coach and this is....

TRAINER: Time-Out! (MAKES THE TIME-OUT SIGNAL)

COACH: What’s the matter?

TRAINER: Nothing is the matter. I just learned about Time-Out. So, I thought I would try it.

COACH: OK. As I was saying, this is the Trainer. Today’s lesson is about...

TRAINER: Time-Out. (MAKES THE TIME-OUT SIGNAL AGAIN.) You know, this is kind of fun.

COACH: That is not the way you are supposed to do it.

TRAINER: Time-Out.

COACH: I am not going to stop every time you say Time-Out. Why don’t you just wait? In a little bit, we will teach the students the right way to use Time-Out.

TRAINER: If you say so.

COACH: I say so.

Step 2: Have the students compliment themselves and the person sitting on their right. Children need to be able to think positively about themselves to be socially competent. They also demonstrate competence by saying nice things about others.

Example: Before we learn more about Time-Out, we want you to give yourself a compliment and to give one to the student sitting on your right. We will go around the room. Please complete this sentence: “People like me because....” Then tell the person next to you what you like about them today.

Step 3: Introduce the mini-play. The play illustrates using Time-Out. In this play, the Super Coach plays the part of a dragon, and the Trainer is the prince. The action takes place in the Land of Wong.

Example: We are going to do a little play to start off today's lesson. The Super Coach will play a dragon, and the Trainer will play the part of the prince. The play takes place in the Land of Wong.

THE DRAGON

DRAGON: Who goes there?

PRINCE: It's me, the Prince.

DRAGON: What are you doing in the Land of Wong?

PRINCE: We have run out of money at home. My mother, the Queen, can't fill the cupboards with food.

DRAGON: So what!

PRINCE: I heard there is a land with a terrible dragon and a pot of gold. I came to find the gold.

DRAGON: Ha, ha, ha.

PRINCE: What's funny?

DRAGON: I am that terrible dragon. I eat kids like you for breakfast.

PRINCE: Please don't eat me. That makes me really scared.

DRAGON: You will taste great with milk and brown sugar.

PRINCE: I asked you nicely not to eat me.

DRAGON: I will add a banana sliced up for a little extra flavor.

PRINCE: I am getting angry at you.

DRAGON: Who cares?

PRINCE: When I get really angry, people run the other way.

DRAGON: Who is afraid of a shrimp like you?

PRINCE: I'll take your pot of gold and be off in a flash.

DRAGON: Look at my horrendous teeth and scaly armor. Look at my great tail. One swipe of my tail and buildings crumble. A little dummy like you could never steal my gold. If you had any brains, you would never have come to the Land of Wong. You will never see your home again.

PRINCE: Who says so?

DRAGON: I say so.

PRINCE: You are nothing but a big bag of wind.

DRAGON: Don't make me mad, sonny boy.

PRINCE: (ASIDE TO THE AUDIENCE) I am really angry at this ugly, smelly, dumb, horrible dragon, but maybe I should stop provoking him. He could gobble me down in a single bite. What if I did something stupid like punched the dragon?

DRAGON: Aren't you hot from the fire coming out of my gruesome mouth?

PRINCE: Yes, but listen, Mr. Dragon, I want to take a Time-Out.

DRAGON: What's that? What is a Time-Out?

PRINCE: Give me 2 minutes and then we can talk some more.

DRAGON: OK, you got 2 minutes, and then it is breakfast time. I'm starving.

PRINCE: (ASIDE TO THE AUDIENCE) I need to get in control of myself. First, I will take a few deep breaths. (BREATHES DEEPLY THREE TIMES.) Then I will talk to myself. I can handle this dragon. Stay cool. He can't make a meal out of me. I am a smart kid. There must be a way to get to him. Maybe I should try being nice.

DRAGON: Your 2 minutes are up.

PRINCE: You are right. I should have sent a letter to the Land of Wong, announcing my arrival. I should have come to your palace and introduced myself. I shouldn't have been so pushy. If I had gotten to know you, I am sure I would have found a nice dragon under the scale, fire, and nasty attitude. I can tell that you are a gentle creature at heart.

DRAGON: You really think so?

PRINCE: Yes, I do. You made me scared. You made me angry.

DRAGON: (CRYING) I am so sorry. I didn't mean to upset you. It's just that nobody comes here anymore. I have forgotten how to make friends.

PRINCE: Have I got a deal for you. I will come and play with you, if you me some gold.

DRAGON: That sounds like it has possibilities.

PRINCE: How much gold do you have?

DRAGON: No, you go first. How much gold do you want?

PRINCE: You have a pot of gold.

DRAGON: It's a small pot.

PRINCE: How about two buckets full?

DRAGON: I won't give you any gold, but I will loan you one half bucket with no interest payments until the fifth year.

PRINCE: I don't want to pay it back.

DRAGON: Take it or leave it. If you have half the brains you say you do, you can find a way to generate revenue at home. So, what is it going to be?

PRINCE: I'll take it, and in 2 weeks I shall return with some games we can play.

DRAGON: Bring your computer.

PRINCE: It's a deal.

THE END

Step 4: Have the students explore what happened in the play. Stimulate discussion about Time-Out as revealed in the play.

Example: What did you think of this little play? Sometimes the prince seemed afraid, and sometimes he seemed angry. Which was it or was it both?

The prince searched for gold because his country had run out of money. Was he successful?

From the play what did you learn that Time-Out was? Why did the prince use Time-Out? When did the prince use Time-Out?

Did the prince use Time-Out successfully?

Step 5: Explain what Time-Out is all about and rehearse its introduction in conversation.

Time-Out is generally used as a forced withdrawal of potential reinforcement enforced on a child by being in segregated places alone. To develop self-control of anger, children are taught to initiate or break for themselves when they feel high anxiety or a desire to be aggressive. Instead of a withdrawal from potential reinforcement, a cooling-off period is instituted. "Give me a few minutes" is the line the child rehearses.

Example: Now we want you to learn about Time-Out. What do you do when you feel really angry or really anxious? Sometimes the best approach is to turn and walk away. Time-Out is a way of taking a break from the action. During that break, the person tries to relax and to talk with himself/herself about how to handle the situation. It involves giving oneself confidence, preparing for a difficult situation, and rehearsing how the person will respond. Often the hardest part of Time-Out is getting the words out: "Give me a few minutes." The person is not going away forever. They will be back in a few minutes to carry on the situation, but right now they need a few minutes to get control of themselves.

I'll read a situation, and tell you a good way to take a time out. Then we'll say it together.

- You are angry because Jack tore up your homework. Jack is standing in front of you. You say, "Jack, I need a minute to calm down." Okay, let's try it. "Jack, I need a minute to calm down."
- You are very anxious because you have been sent to the office, and the Vice Principal is looking at you. You say, "I need a minute to take a breath and calm down."
- You are angry because your father thinks you took money from his wallet. You say, "I need to take a breath and calm myself down, Dad."

Now write it down another way you could tell someone you need a little Time Out.

PRACTICE

Step 6: Divide the class into small groups (6 to 10), and in each small group appoint actors and directors. There should be an equal number of actors and directors in each small group. The actors will practice the skill being learned - in this case, relaxing. The directors will start the practice using a role-play, and they will signal when to stop the practice. The directors will elicit self-evaluation from the actors and give them feedback. The groups will change roles, so that everyone has a chance to practice. Use tokens throughout.

Example: First, I will divide the class into small teams of actors and directors (6 to 10). Then within each team there will be an equal number of actors and directors. I will tell

you which role you play. After a while, you will switch, and the actors will become directors. The directors will become actors.

Step 7: Have the teams practice saying, “Give me a few minutes.” The actors will practice taking Time-Out in a difficult situation. The directors will give feedback. The Super Coach will provide the difficult situations. The Trainer will make sure that the standard feedback is given: ask the actors what they liked about their performance and what they would do differently. Have the directors indicate what they liked and what they would have done differently. The directors can also comment on facial expressions, posture, and gestures.

Example: Now I want the teams to practice saying something like, “Give me a few minutes” or something similar in a difficult situation. First, the actors will be the difficult person. Then you will respond by taking a deep breath and asking for a few minutes. Here are the difficult situations that the actors will role-play. Remember that the goal is for the student to get control of himself/herself by taking a Time-Out.

- You are angry at the teacher because she said you were yelling and you were not. (Roles: student and teacher.)
- You are angry at the kid who called you “stupid.” (Roles: student and kid.)
- You are angry at your little brother for messing up your room. (Roles: student and little brother.)
- You are angry at the friend who got much better grades than you did. (Roles: student and friend.)

After each role-play, the “students” tells the team what they liked about their performance and what they would do differently. The directors will start giving feedback. “What did you like about the way you tried to relax and what would you do differently?” The directors will indicate what they liked and what they would have done differently.

THE GAME

Step 8: Have the teams prepare to play the game by giving them a situation to work on. Place a special emphasis on evaluating outcomes. In previous sessions, the game consisted of solving social problems. The teams defined problems, set goals, generated possible solutions, and evaluated the alternatives: what outcomes went with the different solutions? Considering the consequences are so important in the problem-solving schema, we continue to practice it. Give the teams a situation to work on. Have the actors evaluate the alternatives and have the directors provide feedback.

Example: Now we are going to play the game. Here is the situation: You lent \$3 to one of your friends. Now your friend won’t pay you back. Some alternatives are as follows: (a) threaten to take your friend’s lunch money; (b) tell your friend’s parents; (c) ask your

parents to help you to get the money back; (d) forget about it; (e) never speak to your friend again; (f) ask your friend when he/she could pay it back. Remember to decide on your goal and then consider the consequences of each alternative. You can add other alternatives if you wish.

You have the situation to work on. The actors are to assess the consequences of carrying out the alternative solutions. The actors' roles are you, your friend, his/her parents, and your parents. Decide what your goal is and then determine the consequences. The directors stop and start the action.

Each director will have one behavior to observe. These behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away). Pay particular attention to eye contact, positive facial expressions, and posture.

Go ahead and evaluate the different alternatives. Actors practice figuring out the consequences of the alternatives. Directors observe, direct, and give feedback after each role-play.

Step 9: Have the students in each team switch roles when the actors have all had a turn. If time is short, switch before everyone has had a chance. Practice is essential. If some actors do not have a chance to try their hand at the skills, make note and assign them roles in the next session.

New Situations (Use these situations, situations from previous sessions, or select situations appropriate for your students).

- You are angry at a kid for picking on you all the time. Alternatives: (a) have your friends threaten the kid; (b) tell the teacher; (c) ask the kid to stop; (d) start complimenting the kid who is picking on you; (e) change schools; (f) talk to a school counselor about it.
- The teacher keeps the whole class in for recess when the same five kids were acting up. You were looking forward to the four-square contest and you are very angry.
- You are angry at your mother for making you do the dishes every night. Alternatives: (a) refuse to do the dishes; (b) pay your sister to do them; (c) accept the situation; (d) tell your mother it isn't fair; (e) talk to her about rotating jobs each week; (f) ask your grandmother to talk to your mother about the situation; (g) do a poor job of washing the dishes; (h) run away from home.
- You are angry at your grandmother because she completely forgot it was your birthday. Alternatives: (a) don't give your grandmother a gift on her birthday; (b) tell your grandmother that she hurt your feelings; (c) be cold and distant from your

grandmother; (d) play a nasty trick on your grandmother; (e) call your grandmother names; (f) forgive your grandmother for forgetting your birthday.

REVIEW AND CLOSING

Step 10: End with group affirmations. Reinforce approximations. For example, if a student can only think of positive consequences, say something like, “Thinking of positive consequences is very important. Next time, let’s look at the other side. What are negative consequences?” Catch a student doing something right. Make sure that every child receives some kind of ending affirmation. Continue reinforcing with tokens. Have the group compliment each other.

Example: Now it is time to end the lesson. Everyone did a great job in learning how to figure out the consequences of doing one of the possible solutions.

Let’s end the lesson by going around the room. Finish this sentence about the person sitting on your left: “One nice thing about... is...” We will see you again at the next lesson.

END OF SESSION 2, MODULE 5

Session 3, Module 5: Self-Talk - Before and During

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content. The content of this session is on Self-Talk. Self-Talk has four phases. The first phase comes before a provocative situation. The second phase occurs during the situation. The third phase happens only if the person begins to feel overwhelmed, and the fourth phase occurs after the situation is over. This session trains students to prepare for a provocative situation and to cope with a situation in progress. The next session will cover dealing with feelings of being overwhelmed after the situation is finished.

Example:

COACH: Welcome back! I am the Super Coach, and this is the Trainer.

TRAINER: Wait a minute. (ASIDE TO THE AUDIENCE) I really don't feel like doing this today. If I don't go along with it, the Super Coach will get mad at me. I know I can do it. I am good at it. I guess the best thing to do is to relax. I guess I can handle the Super Coach. Maybe I'll start off asking the Super Coach a question.

COACH: What is the matter? Why should I wait?

TRAINER: I was wondering if we had to do this lesson today.

COACH: Definitely. Is there a problem? I hope you didn't mess up. I don't want to get mad at you.

TRAINER: I'm not worried about that. What role am I going to play in the mini-play?

COACH: That's a few minutes away. I'll tell you when we get there.

TRAINER: OK, I can do the lesson if I have to. Let's get started. (ASIDE TO THE AUDIENCE) I did a pretty good job of questioning the Super Coach. Today we are going to practice using Self-Talk.

Step 2: Have the students compliment themselves and the person sitting next to them. We want to continue building self-esteem and being nice to other people. If students have trouble coming up with a compliment, help them out. "What about your eyes?" "Don't they have a great color?"

Example: Before we learn more about Self-Talk, we want you to give yourself a compliment by telling us what one of your strengths is. We also want you to say to the person sitting on your left that you like something about the way they look today. Go around the room.

Step 3: Introduce the skit.

Example: Today we have a very short skit about two students who are preparing for their science fair project presentation. One student is very nervous; the other is more confident. Let's look in and see what they are saying inside, to themselves.

THE SCIENCE FAIR

SUBRINA: (HUNCHED OVER, LOOKING DOWN) I am really scared of talking to the judges. I don't know if I can do it. They will ask me all these questions. I wonder if I am really ready.

ERIC: (STANDING STRAIGHT AND TALL) I worked really hard on my science fair project. I am scared of having to talk to the judges, but I know I am ready. I will do okay. I'll practice in my mind right now.

SUBRINA: Oh, boy. It's my turn. They are calling my name to go in. I am so scared. Let's see, my project is about earthworms. I hope they think it is good enough. (PRETENDS TO OPEN A DOOR AND WALKS TENTATIVELY THROUGH IT.)

ERIC: All right, my turn. I am going to do just fine. Maybe I'll even be great. Stand tall, that's right. Dad said to look them in the eye when I talk. Okay, I'm ready. (OPENS IMAGINARY DOOR AND WALKS CONFIDENTLY THROUGH.)

THE END

Step 4: Discuss the two children's use of Self-Talk. Have the students discuss how each student in the mini-play talked to himself/herself as they prepared to speak with the judges.

Example: We all talk to ourselves. We call this Self-Talk. Our Self-Talk can help us feel confident or it can help us feel nervous and unsure. Sometimes we say positive things to ourselves, like Eric did, and sometimes we say things that cause us to be more nervous. It is important to be honest with how we feel. That's why we use the Feeling Thermometer. But sometimes we get into habits of how we talk to ourselves. If we always put ourselves down, we won't ever feel very confident. Today we will learn more about Self-Talk and how we can learn to use our Self-Talk to get us through difficult situations.

Step 5: Do another play to demonstrate the use of Self-Talk. Harold uses Self-Talk to diffuse a fight. The Super Coach and Trainer play two boys ready to fight.

We will do another skit to show how a boy, Harold, uses Self-Talk to calm himself down and avoid a fight. Two boys are walking down the hall at school, going in different directions. Harold accidentally bumps into Lonnie.

THE CHALLENGE

(WALK TOWARDS EACH OTHER AND BUMP SHOULDERS.)

LONNIE: Watch where you're going, idiot.

HAROLD: You watch it, jerk. (ASIDE TO AUDIENCE) Oh man, I can't get into another fight. I will be suspended.

LONNIE: Watcha gonna do about it?

HAROLD: (ASIDE TO AUDIENCE: I feel like fighting him. I could punch him right now. No, take a breath, come on, you can do it. –BREATHE, BREATHE- This is not worth it.) (SHRUG) I've got to get to my locker.

LONNIE: Yeah, bump into someone else along the way, loser.

HAROLD: (ASIDE TO AUDIENCE) Man, I am so mad, but I am not going to fight. This guy is not worth it. I am calm. I am going to walk to my locker. I am going to turn and walk away right now. (TURNS AND WALKS AWAY WITH HEAD HIGH.)

HAROLD: (A LITTLE FARTHER AWAY) (ASIDE TO AUDIENCE: OK, I handled that well. Lonnie is always trying to pick fights. I'm glad I didn't fall for it. Now I can go to the game Friday because I won't be in trouble. I made a good choice that time.) Hi, Leticia, let's walk to class together.

Step 6: Explain and model Self -Talk. Review the four stages: (1) preparing for a confrontation or provocative situation; (2) talking oneself through the confrontation; (3) coping with being overwhelmed if that occurs; and (4) evaluating how one did when it is all over. Athletes use similar rehearsals when anticipating their game. Give concrete examples of what to say and then model it.

Example: People's minds are always going, never still. Self-Talk makes use of that internal dialogue to protect people in provocative, anger-filled, or frightening situations. A person can learn to talk himself through such situations, just like an athlete rehearses mentally for his/her game. An athlete will tell himself/herself that he/she is ready. He/she will tell himself/herself, "I have practiced. I am prepared. I will hit the ball over the fence."

There are four main parts in which Self-Talk is used when we are having problems.

- (1) Before the event has taken place. (Like before going into the science fair, or before the athletic event, or before talking to the Principal.)
- (2) In or during the difficult situation. (Like Harold during the fight.)
- (3) If the person feels overwhelmed. Not everyone experiences this phase. (Like if there is just too much to be done, and you don't think you can do it.)
- (4) After the situation is over. (Like after the science fair, after Harold got out of the fight, after the game, after the test.)

The remarks you are making to yourself are designed to keep you calm, give you confidence, and help you to identify strategies you can use with the other person.

In the before or preparation phase, a student might say, "I can handle this." "I will take a few deep breaths before I go in there, or I will think of a pleasant scene." "I will maintain good eye contact." "I will think of what he is going to say and how I will respond." "I will keep focused rather than going all over the place." "I won't take things too seriously because the outcome can't be too bad."

During the meeting, the student can still sneak in a few breaths or use other relaxation techniques. "I can stay calm." "I don't have to respond to every comment he makes." "I won't let him aggravate me." "If he says this... I will say that..." "Try to keep the focus on the one point. Don't let him go all over the place." "Be assertive." "Remain in control with open-ended questions."

A student who feels overwhelmed might say, "I'm getting really upset. I can take a bathroom break or simply say I need a few minutes." "There is nothing wrong or weak with feeling a lot of tension. If I have a short Time-Out, I can continue." "I am much more assertive than usual." "I am doing a good job." "On my break, I will do some relaxation exercises."

After the situation is over, it is important to assess how you did. "I came out of that pretty well." "It wasn't nearly as bad as I had expected." "There are some areas I can improve in, but overall, I am pleased." "I wish I had not done that, but next time I will be better prepared." "There is always room for improvement."

Here are some more examples of Self-Talk on this paper. I will give each of you a copy.

EXAMPLES OF SELF-TALK

GETTING READY

This is going to be tough, but I can handle it.

I'll take a few deep breaths beforehand.
What is it that I have to do?
Don't take it personally.
Don't jump to conclusions.
No matter what other people say or do to me, I am a good person.
I will practice and then I'll be ready.
I'm nervous, but I am prepared and I can do it.
I will stay calm.
I am in control of myself.

FACE TO FACE

Stay cool, and I will be in control.
Stick to the issues.
I don't need to prove myself.
I can handle it.
I have a right to my point of view.
Look him/her right in the eye.
I am doing really well. Good for me.
I am nervous, but I am doing okay.
I am staying calm, good.
I can do this.
I am getting angry, so I'll take a breath and calm myself down.

TOO MUCH!

I am getting tight, so I'd better breathe out deeply.
Don't let him/her upset me.
He/she is yelling, but I don't need to.
There is no shame in leaving and coming back later.
It isn't worth getting all stressed out about.
It won't last much longer.
I'm not giving the control over to him/her.
Give me a few minutes. I need a short break so I can discuss this calmly.
I need a little Time-Out. Then we can continue talking about this.
My Feeling Thermometer is at about 70. I'd better take a breath. I can control this.
I am upset, but I know I can get through this.

AFTERWARDS

IF RESOLVED

It worked out pretty well.
I'll do better next time.

It wasn't as bad as I expected.
I did it!
I remembered to take a breath. It worked well.
I did a good job of staying calm.
I did a good job of sticking to the issue and not getting off track.
I spoke really well.
I was nervous but I didn't show it.

IF UNRESOLVED

I can do it differently next time.
I did some things OK.
This is what I liked. This is what I'll change next time.
If I remembered to... it might have worked out differently. Next time I'll try that.
Thinking about it only keeps it alive.
These are tough situations, and it takes some time to figure them out.
I think I'll ask my dad for some advice on how to handle this better next time.

If you could hear the Self-Talk of a student who is coping with a lunch monitor, Mr. Hobbs, unfairly yelling at him, it might go something like this: "I am really angry. He had no right to yell at me. I could just scream. When I think of it, I get even angrier. On the Feeling Thermometer, I am about a 90. Let's take a few breaths. I am still angry. What can I do? Take some more deep breaths. I am down to 80. What do I want from him? I want to tell him I am angry. Now I am calming down. I can tell him in a normal voice. I want him to know it wasn't me throwing food. I am going to tell him. I am scared, but I can take care of myself. I am about a 50 now. I am taking control. What would I say? I am going to say, "Mr. Hobbs, I wasn't throwing food when you yelled at me. I am sorry the class was noisy and out of control just now, but this time it wasn't me causing the trouble." After Mr. Hobbs says, "Okay," the student might say to himself, "Good for me. I calmed down and didn't say anything stupid. Now I can go to recess instead of sitting in Time-Out."

PRACTICE

Step 7: Divide the class into small groups (6 to 10), and in each small group appoint actors and directors. Have the teams practice using Self Talk. Make the numbers equal. The directors will start the practice, using role-plays, and they will signal when to stop the practice. They will also break the action to find out what the actors are telling themselves. What Self-Talk are they using? The focus of this practice is on the preparation (Get Ready) and confrontation (Face to Face) phases of Self-Talk. One actor provokes, and the other demonstrates using Self-Talk. Give each team situations to work on. Directors will elicit self-evaluation from the actors and give them feedback. The groups will change roles, so that everyone has a chance to practice. Use tokens throughout.

Example: First, I will divide the class into small teams of 6 to 10 people. There will be an equal number of actors and directors. I will tell you which role you play. After a while, you will switch, and the actors will become directors. The directors will become actors.

Now the teams will practice giving oneself Self-Talk before having the unpleasant situation and during the face-to-face meeting. One actor will play the person showing how to use Self-Talk, and the other will play the person who makes you angry. First, tell the group what you want from the other person. Second, describe what you would say to yourself to prepare and get ready. Then meet with the person who bothers you (face to face) and tell us what you say to yourself during that meeting. After every two or three sentences, stop and tell the team what you have been thinking.

At the end of each scene, the directors will give feedback. Ask the actors what they liked about what they did and what they would have done differently. Then have the directors say what one thing they liked and what they would change.

Here are the situations:

- You want to shop in a store that has an unpleasant manager. You go in. Without giving a reason, the store manager tells you to get out.
- A teacher doesn't think you are trying hard enough in class and calls you in.
- A neighbor tells you to clean up the mess in front of his/her house. You didn't make the mess.
- A student pushed his/her way in front of you on the lunch line. This is not the first time.
- A friend of yours borrowed a list of spelling words and did not return it. You need them for a test.

THE GAME

Step 8: Have the teams prepare to play the game by giving them a situation to work on. Place a special emphasis on evaluating outcomes. In previous sessions, the game consisted of solving social problems. The teams defined problems, set goals, generated possible solutions, and evaluated the alternatives: What outcomes went with the different solutions? Considering the consequences are so important in the problem-solving schema, we continue to practice it. Give the teams a situation to work on. Have the actors evaluate the alternatives and have the directors provide feedback.

Example: Now we are going to play the game. Your task is to evaluate each alternative. What are the consequences? Here is the situation: Your grandmother gave you \$25 for a birthday gift. You want to spend it. Your father says it has go into the bank for college.

Some alternatives are as follows: (a) spend the money quickly; (b) tell your father you are not going to college and it is too far in the future; (c) ask your grandmother to tell your father that the money was for spending; (d) tell your father you were going to buy him a gift with some of the money; (e) compromise and agree to put \$15 away.

Remember to decide on your goal and then consider the consequences of each alternative. You can add other alternatives if you wish.

You have the situation to work on. The actors are to assess the consequences of doing the alternative solutions. The actors' roles are you, your grandmother, your father, and your mother. Decide what your goal is and then determine the consequences of each alternative.

The directors stop and start the action. Each director will have one behavior to observe. These behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away). Pay particular attention to eye contact, positive facial expressions, and posture.

Go ahead and evaluate the different alternatives. Actors practice figuring out the consequences of the alternatives. Directors observe, direct, and give feedback after each role-play.

Step 9: Have the students in each team switch roles when the actors have all had a turn.

If time is short, switch before everyone has had a chance. Practice is essential. If some actors do not have a chance to try their hand at the skills, make note and assign them roles in the next session.

Example: Now it is time for everyone to switch roles. Actors will become directors, and directors will become actors. Everyone needs to have a chance to practice thinking about the consequences of different alternatives. If you did not get a turn as an actor, we will let you start in the next session. Please remind the Super Coach.

New Situations (You may use these situations, situations from previous sessions, or create situations appropriate for your students.)

- You don't know why but your grades are slipping. Alternatives: (a) work harder; (b) see a guidance counselor; (c) ask your parents for a tutor; (d) study with a smart classmate; (e) forget it - grades are not so important; (f) review your behavior: are you organized, do you do all your homework?
- Every time you are called to the Principal's office, you feel so terrified that you almost throw up. Most of the time, it is not a big deal. Alternatives: (a) see a psychiatrist; (b) talk to someone at school; (c) carry Tums with you; (d) find out what it is about before you go; (e) prepare yourself by using Self-Talk; (f) don't go to the Principal's office when you are called in.

- When your teacher asked you what you liked about yourself, you could hardly think of anything. You see yourself as ugly, dumb, and clumsy. What can you do?
Alternatives: (a) learn how to make friends; (b) get involved in things you enjoy; (c) give yourself compliments; (d) ask somebody for help; (e) practice stopping negative thoughts; (f) find someone you can ask what they think of you; (g) make a list of what makes someone attractive as a person and compare yourself to those qualities; (f) hide in your room and don't come out.
- You forgot your homework again. You are scared to tell your teacher. Sometimes when you get nervous you talk loudly which is not the way to talk to your teacher. Think of some alternatives, and use Self-Talk in the role-play.

REVIEW AND CLOSING

Step 10: End with group affirmations. Reinforce approximations. For example, if a student can only think of a few Self-Talk statements, say something like, “The Self-Talk statements that you thought of were good ones. Now we need a few more and make some of them about keeping eye-contact and relaxing also.” Catch a student doing something right. Make sure that every child receives some kind of ending affirmation. Continue reinforcing with tokens. Have the group compliment each other.

Example: Let's end today by saying something about our non-verbal behavior. For example, “I am good at looking people in the eye,” or “I have a friendly smile.”

END OF SESSION 3, MODULE 5

Session 4, Module 5: Self-Talk: Too much! And Afterwards

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content. This session teaches using Self-Talk when feeling overwhelmed and after the situation is over.

Example: Today, we are going to learn about using Self-Talk when you feel overwhelmed. We will also learn how to use Self-Talk after a situation is over.

Step 2: Have the students compliment themselves and the person sitting next to them. Giving compliments continues to be an important part of the lessons. Children need self-confidence to be socially competent.

Example: We will go around the room. First, give us one positive word to describe yourself and then tell the person sitting on your right something you like about them. For example, you might say, “The word that describes me is honest. And I like it that the person next to me is kind to other students in the class.” Now go ahead with the compliments.

Step 3: Introduce the play. The play is designed to interest the students in learning about the last two phases of Self-Talk. We will return to our first skit “The Science Fair.”

Example: We are going to see the two science fair students coming out of their interviews with the judges. Remember, Subrina was very nervous and Eric was feeling very confident. Let’s take a look at how they talk to themselves when they exit.

THE SCIENCE FAIR IS OVER

SUBRINA: (HEAD DOWN, SHOULDERS SLUMPED) That was really hard. I was so nervous. I didn’t say anything right. I’ll lose for sure. I wish my poster looked better. I am not good at anything.

ERIC: (HEAD HELD HIGH) That went okay. I got mixed up in one part, but then I remembered what to say. I could have done better, but I feel good that I tried. Next time, I’ll do even better.

Step 4: Discuss Eric’s and Subrina’s different reactions to the Science Fair interview and their use of Self-Talk. Help the students predict which student will be more successful in the future. Show how Self-Talk influences how we act and whether we achieve.

Step 5: Explain Self-Talk for feeling overwhelmed and for evaluating oneself. Review the handout from the last session - "Examples of Self-Talk." Point out the importance of maintaining emotional control. Relate evaluating the situation to giving oneself compliments and confidence.

Example: In the last session, I explained that there are four situations during which using Self Talk is a good idea and helpful. The first is before you face an unpleasant situation. It is when you get ready for an uncomfortable situation. The second is when you are face-to-face with the difficult person. The third happens sometimes, but not all times; it occurs when you feel overwhelmed, lacking in control. And the fourth time to use Self-Talk is after it is all over. "How well did I do?" "How can I improve?" In the last session we practiced getting ready and being face-to-face. Today we want to practice handling feeling overwhelmed and afterwards.

Let's review some examples of Self-Talk for both occasions.

TOO MUCH!

I am getting tight, so I'd better breathe out deeply.
He/she wants me to get angry.
Don't let him/her upset me.
Let him/her make a fool of himself/herself.
There is no shame in leaving and coming back later.
It isn't worth getting all stressed out about.
It won't last much longer.
I'm not giving the control over to him/her.
Give me a few minutes.

AFTERWARDS

IF RESOLVED

It worked out pretty well.
I'll do better next time.
It wasn't as bad as I expected.
I did it!

IF UNRESOLVED

I can do it differently next time.
I did some things OK.
I'll think about what I can do differently. Then I'll stop worrying about it.
These are tough situations, and it takes some time to figure them out.

I use the words "Too Much" to indicate being overwhelmed. The whole point here is to

talk yourself back to having self-control. You want to believe that you can handle this situation. You don't want the other person to be controlling you. This is a good place to take a Time-Out. You don't want to feel ashamed of being temporarily overwhelmed. If you keep on doubting yourself, you might slip backwards. When you start saying negative things to yourself, stop that kind of talk and substitute it with positive Self-Talk.

"Afterwards" means the situation is over. You are no longer with the other person. Give yourself compliments for the way you handled it. If it did not come out like you had hoped, tell yourself that you can do better next time. Be specific about what you want to improve. Recognize that you came through the situation without anything terrible happening. Don't stop the Self-Talk after the "Face-to-Face" part is over. Give yourself credit, but don't keep going over and over it in your mind. Doing that can continue the stress. When through with the self-evaluation, drop it.

Step 6: Divide the class into small groups (6 to 10). Have the teams practice using Self-Talk. The focus of this practice is on using Self-Talk when feeling overwhelmed (Too Much!), and after the situation is over (Afterwards). One actor is the provoking person and the other demonstrates using Self-Talk in both situations. When the feeling overwhelmed part is over, provide the actors with a brief description of the outcome of the confrontation. Give each team situations to work on. When each scene is completed, the directors will give feedback. They will ask the actors: What Self-Talk are they using? Directors will elicit self-evaluation from the actors and give them feedback. The groups will change roles, so that everyone has a chance to practice. Use tokens throughout.

Example: Now the teams will practice giving oneself Self-Talk when feeling overwhelmed and after the situation is finished. One actor will play the person showing how to use Self-Talk, and the other will play the person who makes you angry. First, tell us the Self-Talk you will use to get back in control, and second, show the team what you will say to yourself about how well you did.

At the end of each scene, the directors will give feedback. Ask the actors what they liked about what they did and what they would have done differently. Then have the directors say what one thing they liked and what they would change. Here are the situations.

- You feel overwhelmed because you took a babysitting job, have lots of homework, and the teacher tells you to stay after school. You are getting so frustrated you don't know how to talk to the teacher. You may sound rude if you are not careful.
- You feel overwhelmed because your parents won't let you go to the party. They always say, "No, you are too young." This is only a birthday party, and it will be over at 9:30 pm. Your parents don't want you to go to nighttime parties. You are starting to get too angry. What can you say to yourself to calm down? What can you say to your parents? At the end, they say you can go for 2 hours.
- You feel overwhelmed because your friend won't pay back the \$6 he owes you. Your

mom wants to know what happened to the money. You owe your sister \$2. You don't want to get mad at your friend or your mom, but you are feeling very upset about this situation. What can you say to yourself to get control? What can you say to your friend? To your mom? At the end, your friend agrees to pay back the money at \$1 per week.

THE GAME

Step 7: Have the teams prepare to play the game by giving them a situation to work on.

Place a special emphasis on evaluating outcomes. In previous sessions, the game consisted of solving social problems. The teams defined problems, set goals, generated possible solutions, and evaluated the alternatives: What outcomes went with the different solutions? Considering the consequences are so important in the problem-solving schema, we continue to practice it. Give the teams a situation to work on. Have the actors evaluate the alternatives and have the directors provide feedback.

Example: Now we are going to play the game. Your task is to evaluate each alternative. What are the consequences? Here is the situation: It is Saturday morning. Your father tells you to cut the grass and finish up some other yard work before you go out to play. It is about 3 hours of work. You made plans to go to the movies with your best friend. It is a movie you really want to see. You know if you throw a tantrum, you will never get to the movies. But your dad is strict about chores. What can you do? What can you say? What do you say to yourself, to keep calm and communicate clearly with your dad? Talk as a team and come up with at least two goals.

Step 8: Assign actor parts and director tasks. The actors are to determine what the outcomes might be from adopting the different alternatives. Actor roles might include you, grandmother, father, and mother. The directors' tasks are to observe different facets of the situation and to provide feedback.

Example: Now we are going to play the game. You have the situation to work on. The actors are to assess the consequences of doing the alternative solutions. Decide what your goal is and then determine the consequences of each alternative.

The directors stop and start the action. Each director will have one behavior to observe. These behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away). Pay particular attention to eye contact, positive facial expressions, and posture.

Go ahead and evaluate the different alternatives. Actors practice figuring out the consequences of the alternatives. Directors observe, direct, and give feedback after each role-play.

Step 9: Have the students in each team switch roles when the actors have all had a turn. If time is short, switch before everyone has had a chance. Practice is essential. If some actors do not have a chance to try their hand at the skills, make note and assign them roles in the next session.

Example: Now it is time for everyone to switch roles. Actors will become directors, and directors will become actors. Everyone needs to have a chance to practice thinking about the consequences of different alternatives. If you did not get a turn as an actor, we will let you start in the next session. Please remind the Super Coach.

New Situations (Or use situations from previous sessions, and situations you create that are appropriate for your students.)

- Your best friend starts hanging out with someone else.
- Your teacher gave you a note to take home to your parents. You are pretty sure it says negative things about you.
- One of your good friends is cheating in class. Your friend wants you to cheat also.
- Your parents are very upset because you forgot to go to your aunt's house for dinner.

REVIEW AND CLOSING

Step 10: End with group affirmations. Reinforce approximations. For example, if a student came up with effective Self-Talk for dealing with being overwhelmed, but never mentioned taking a Time-Out, say something like, "The Self-Talk statements you thought of were good ones. I wonder when you might use a Time-Out." Make sure that every child receives some kind of ending affirmation. Continue reinforcing with tokens. Have the group compliment each other.

Example: Now it is time to end the lesson. Everyone did a great job in learning how to figure out the consequences of doing one of the possible solutions.

Let's end by going around and sharing one thing you learned about Self-Talk.

END OF SESSION 4, MODULE 5