

Taming the **LION** **Within**
5 Steps from Anger to Peace

by Dr. Ronda Chervin, PhD

Narrated by Jennifer Hurt

Facilitator Guide

Dear Facilitator of Taming the Lion Within: 5 Steps from Anger to Peace,

As the author of the book upon which this program is based, I am delighted to greet the parish leaders or teachers who will carry my concepts a step further. May many angry Catholics be helped!

Denial used to be called self-deceit. The way I see denial in the case of anger is that the attitude of many angry people is that we often, consciously or unconsciously think: "It's not my problem. I am only angry because other people are obnoxious!"

One would think that one out of five people would be in anger management programs. As you will read in my book, even people like myself who went to confession for years for angry fits and tantrums, yet minimize the problem.

When giving workshops in parishes based on Taming the Lion Within very often there would be participants dragged to the program by relatives hoping for relief from victimization! But, then, to my amusement, I would find that the one who brought a spouse, say, into the workshop for hot anger, was him/herself a person with cold anger just as toxic. For example, chronic irritability in thought, even when not expressed in words, in a low key way can keep devout Catholics from becoming holy!

Please feel free to e-mail me at chervinronda@gmail.com with any questions you have as you lead your group. I would also be happy to hear of your good results.

Ronda Chervin

Dr. Ronda

Introduction

Taming the Lion Within: 5 Steps from Anger to Peace is a six-week program, based on the book of the same title by Dr. Ronda Chervin. This program is divided into weekly sessions. The amount of time per session will vary based on the number of participants.

Program Set-up

As a general rule, each session should take at least 1 ½ hours and should not exceed 2 hours. If feasible, place chairs in a circle. Have a flip chart or whiteboard available to write on. If you plan to project screens from the eLearning version of the book, make sure you have equipment available to project it.

Have a supply of paper and pens to use for exercises.

Program Objectives

Participants who complete Taming the Lion Within will be able to:

- ☑ Describe the 5 Steps from Anger to Peace
- ☑ Identify manifestations of anger and describe how these apply to their own anger experiences
- ☑ Determine what type of anger he or she expresses most commonly
- ☑ Evaluate daily anger producing events with an eye to average versus extraordinary behavior
- ☑ Use prayers and programs to reduce anger effectively on an ongoing basis

5 Steps Process:



The following are overview-level descriptions of each step:

- ☑ **Step 1:** In order to begin the process, each participant must admit that they have inappropriate anger and give thought to how others in their lives are affected by their anger.
- ☑ **Step 2:** There are different manifestations of anger, but an important distinction is whether or not the anger is hot: irritable, yell sometimes, sarcastic, hit people; or cold: (silent often when angry, withdraw from others, hold grudges). This step includes an assessment to help participants identify what type of angry person they are.

Taming the Lion Within Facilitator Guide

- ✔ Step 3: Now that participants have admitted they are angry and identified how that anger manifests, they can begin to understand their anger and learn more about what triggers it.
- ✔ Step 4: This step provides tools, tips and exercises to help participants change negative thought patterns and employ behaviors that will help them to manage anger more effectively.
- ✔ Step 5: Finally, participants are ready to reach to God for spiritual help and outward to the Catholic community and other resources to continue receiving help and support.

Program Materials

The program materials include:

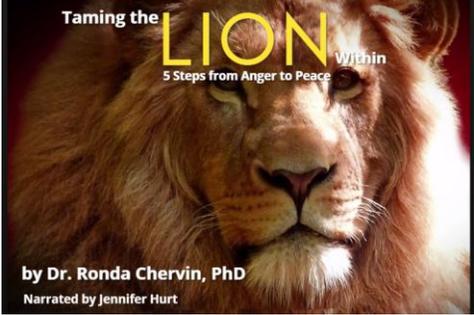
- ✔ This Facilitation Guide, which provides:
 - Facilitation notes
 - Key points and questions
 - Directions for participant exercises
 - Forms and Handouts
- ✔ Access to the online eLearning program that participants will use to work through the steps.
 - The eLearning is assigned work for the participants in-between sessions and has self-study exercises participants will do on their own and discuss during the sessions.
- ✔ Copies of the book *Taming the Lion Within: 5 Steps from Anger to Peace*.
 - You should have one copy for each participant.
 - Within the book itself are pages that include individual exercises. These will be used during the program, so the book acts as a detailed Participant Guide.

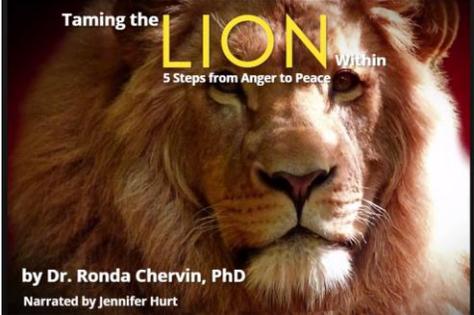
General Facilitation Tips for this Program

- ✔ This program is mostly about anger exhibited in yelling or resentful distancing. A person in whom anger erupts in harmful, violent acts against others or who has fantasies about suicide (often caused by suppressed rage turned inward) needs to seek immediate personal help of a professional nature.
- ✔ Be aware that confronting one's own anger can lead to emotional distress. If this occurs during a session, we recommend stopping and gathering the group in prayer and support. In extreme cases, you may want to recommend that the participant seek external help.
- ✔ This program encourages group participation and interaction. To help with that, the Guide recommends conversational points and suggested facilitative reactions. In your work with your own groups, you may feel free to substitute these points with your own ideas.

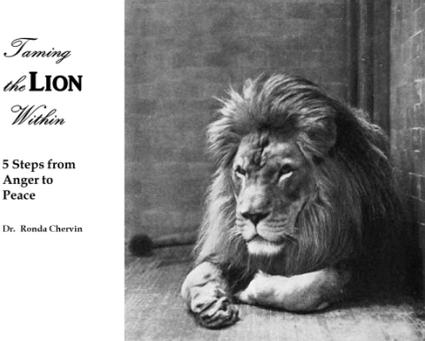
The next section of this Guide provides step by step facilitation guidelines for each session.

Welcome Session Facilitation Guidelines

Title	Action	Facilitation Notes
<u>Introduction</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Distribute Taming the Lion Within books <input checked="" type="checkbox"/> Have paper and pens available <input checked="" type="checkbox"/> Set up flip chart <input checked="" type="checkbox"/> Set up AV to display the elearning
<u>Welcome</u>		
		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Welcome participants to the Workshop 2. Introduce yourself 3. Describe your own experiences with anger 4. Transition: <ol style="list-style-type: none"> a. Before we begin with an opening prayer, I'd like to cover a few Guidelines points with you...
<u>Guidelines</u>		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Ensure participants know where the facilities are 2. Offer refreshments 3. Discuss attendance. It is important to attend all sessions, but if there is a conflict, participants can read the relevant chapters and follow up with you directly to learn about what happened in the session. 4. Describe expectations: <ol style="list-style-type: none"> a. Participants should be honest in order to get the most from the program. <ol style="list-style-type: none"> i. They need not be overly personal and they can choose not to divulge names of others. b. They should be respectful of others and refrain from making value judgments and critiques. c. At all times, participants should be supportive of one another and offer prayers and assistance as we work through this journey together. 5. Ask if participants have any questions, and answer them.
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Now, let's pray together for God's grace as we begin this difficult journey toward greater peace...

Title	Action	Facilitation Notes
<u>Opening Prayer</u>		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Present your own prayer and pray as a group 2. Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<u>Intro</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Run the Intro Section of the eLearning <input checked="" type="checkbox"/> Make sure you have the volume on and turned up
		<p>Screen Navigation:</p> <ul style="list-style-type: none"> • Screen 1: Click the Next button from the Main Screen • Screen 2: Click the tabs when prompted (labeled 1 and 2 on the far right of the screen) • Screen 3: If you have brochures or info on Recovery International, hand it out after this screen. • Screen 4: Personalize this by talking about local groups or workshops in your area for reference. • Screen 5: Make sure participants are able to access the eLearning and understand how to navigate to Step 2 on their own when they do their homework.
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> And now, let's have a little fun!
<u>Icebreaker</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use flipchart to show questions or ask them aloud <ul style="list-style-type: none"> ▪ When was the last time you got angry? ▪ What were the circumstances? ▪ How did you react? <input checked="" type="checkbox"/> Distribute paper and pens to participants <input checked="" type="checkbox"/> Provide exercise directions <input checked="" type="checkbox"/> Facilitate and debrief the exercise
<u>Instructions</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask participants to answer the questions on the Screen on the paper provided. <input checked="" type="checkbox"/> Participants should not identify themselves on the papers. <input checked="" type="checkbox"/> Collect responses <input checked="" type="checkbox"/> Distribute the papers randomly

Title	Action	Facilitation Notes
		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Each participant reads the paper they've been given <input checked="" type="checkbox"/> Use the flip chart or whiteboard to classify events that caused anger in the group and anger responses <input checked="" type="checkbox"/> Ask participants if they can think of other events and responses to add to the list <input checked="" type="checkbox"/> Tell participants we'll keep this list and revisit it at the last session to see if we can come up with different responses.
<u>Flipchart</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep a list of the events that caused anger with a description of what the response was. <input checked="" type="checkbox"/> Example Flipchart list: <ul style="list-style-type: none"> • Someone was late <ul style="list-style-type: none"> ○ Made multiple calls then left the location • Boss was over-demanding <ul style="list-style-type: none"> ○ Agreed, but passive-aggressively did poorer work than usual • Kids wouldn't stop playing video games to do homework <ul style="list-style-type: none"> ○ Took their controllers away for a week
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> During these sessions, we're going to learn a lot about how to identify triggers and manage our reactions more effectively when we get angry. We'll do this in 5 Steps.
<u>Book Intro</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the book

Title	Action	Facilitation Notes
 <p><i>Taming the LION Within</i> 5 Steps from Anger to Peace Dr. Ronda Chervin</p>		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Over the next five weeks, we'll be working step by step to move from anger to peace 2. In the first step, we must admit that we are inappropriately angry and give thought to how others in our lives are affected by our anger. 3. Next we'll look at what type of anger we have; whether the anger is hot: for example, we become irritable, yell sometimes, sarcastic, hit people; or cold: (we tend to become silent when angry, withdraw from others, hold grudges). We'll take an assessment to help decide. 4. The third step is very important, and we'll learn to understand our anger, our temperament and triggers. We'll explore some physical and psychological roots that will help us get a handle on how anger works in our lives. 5. In Step 4, we will cover some very helpful tools, tips and exercises to help us change negative thought patterns and manage anger more effectively. 6. And finally, we'll look at what we can do going forward to keep us on track, reaching to God for spiritual help and outward to the Catholic community and other resources to continue receiving help and support. 7. Does anybody have any questions or comments about these steps?
<p><u>Transition:</u></p>		<ul style="list-style-type: none"> ☑ Let's move from theory to practice before we close for today...
<p><u>Exercise and Closing</u></p>		<ul style="list-style-type: none"> ☑ Ensure you can arrange seating for small groups of 2-4 ☑ Have copies of the Anger Response worksheets to hand out at the end of the session (you can make your own or you can print out the form included after these Session One facilitation notes).
<p><u>Anger Manifestation Exercise</u></p>		<ul style="list-style-type: none"> ☑ Use flipchart to show anger manifestation types or read them aloud <ul style="list-style-type: none"> ▪ Many people have a physical reaction when they are angry. ▪ Some people use angry language or raise their voices when angry. ▪ Some people can point to a negative thought pattern when they are angry.

Title	Action	Facilitation Notes
		<ul style="list-style-type: none"> ▪ <i>And some develop an overall negative attitude so that anger is never far away.</i>
<p><u>Small Group Exercise</u></p>		<ul style="list-style-type: none"> ☑ Break participants into small groups: at least two and no larger than 4. ☑ Each group should talk about the types of anger responses and then design a short skit their group will present to the larger group ☑ Circulate among teams and help out if any team is stuck ☑ The teams can decide if everybody will act or if designated members will do so ☑ Tip: Don't over-facilitate, it doesn't really matter what the teams present as long as they are working together and thinking about how anger manifests itself.
<p><u>Large Group Presentation and Discussion</u></p>		<ul style="list-style-type: none"> ☑ Each team takes a turn to present their anger manifestation skits. ☑ Encourage applause after the skit! ☑ When all teams are complete, facilitate large group discussion on the experience.
<p><u>Transition:</u></p>		<ul style="list-style-type: none"> ☑ There are a few things I'd like you all to do before we meet again next week...
<p><u>Assignments</u></p>		<p>Key Points:</p> <ul style="list-style-type: none"> ☑ Direct participants to take Step 1 of the eLearning and do the exercises on their own ☑ Ask participants to read the Foreword and Intro in Dr. Ronda's book. Make sure they see where these are in their copies of the book. ☑ Then, ask them to take note of instances during the week when they become angry and to write down their responses, physical, language or negative thought patterns. Hand out the forms. ☑ They should use these to direct some preliminary goals and write them down on the Notes page at the end of the Intro (pg. viii).
<p><u>Transition:</u></p>		<ul style="list-style-type: none"> ☑ Let's close with a group prayer...

Title	Action	Facilitation Notes
<u>Closing Prayer</u>		Key Points: <ol style="list-style-type: none">1. Present your own closing prayer and pray as a group2. Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
END OF SESSION		

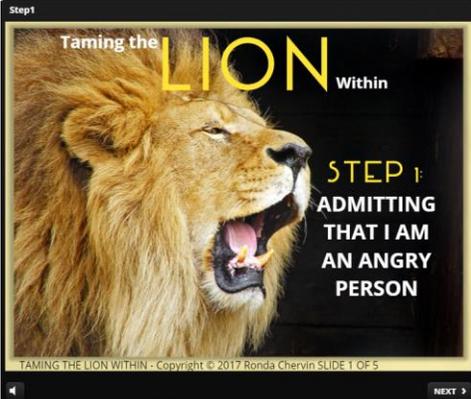
Anger Response Worksheet

Use this form to record any situations that make you angry, your thought process and what your response is, including physical and verbal responses and mental responses (cold anger).

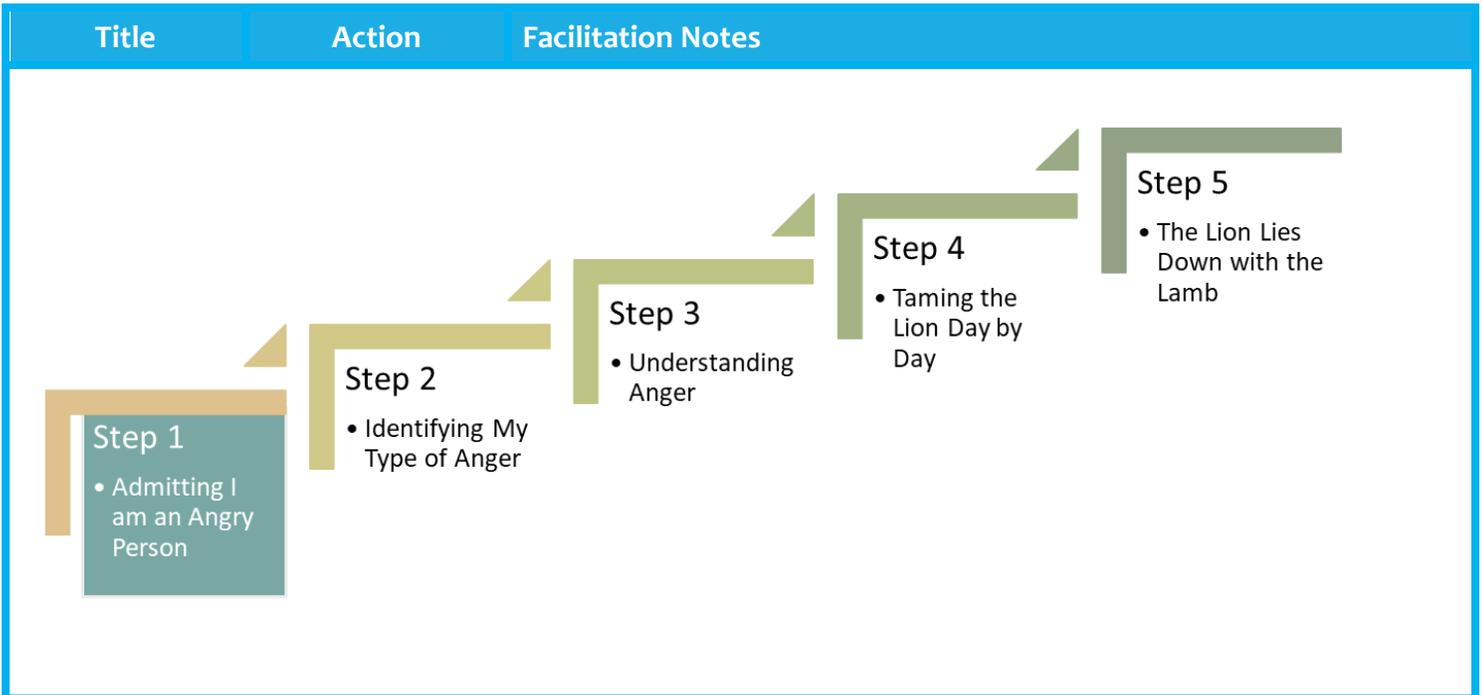
Situation	Thought Process	Response

Situation	Thought Process	Response

Step 1 Session Facilitation Guidelines

Title	Action	Facilitation Notes
<u>Introduction</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Prepare copies of the Anger Response skits, two sets of each skit, as well as multiple copies of the Observer Worksheet (see forms at the end of this session) <input checked="" type="checkbox"/> Set up flip chart and AV and display eLearning: Step 1: Admitting I am an Angry Person
<u>Welcome</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Step 1: Admitting I am an Angry Person
	<p>Display Step 1: Admitting I am an Angry Person</p> <p>Key Points:</p> <ol style="list-style-type: none"> 1. Welcome participants back to the Program 2. Ask if everybody completed their assignments 	
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's begin with a prayer...
<u>Opening Prayer</u>	<p>Key Points:</p> <ol style="list-style-type: none"> 1. Present your own prayer and pray as a group 2. Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.) 	
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's review the work you did during the break.
<p><u>Exercise Debrief</u></p> 	<p>Flipchart</p> <ol style="list-style-type: none"> 1. Ask participants for thoughts about the reading assignments (Foreword and Intro chapters); write responses on the flipchart 2. Ask participants for thoughts on the Anger Response Worksheet; write responses on the flipchart 	

Title	Action	Facilitation Notes
		<p>3. Ask participants if they'd like to share any of their goals; write responses on the flipchart</p>
<p>Exercise Debrief Discussion Prompts</p>		<p><input checked="" type="checkbox"/> Ask probing questions during the debrief to help stimulate conversation. Here are some examples.</p> <ul style="list-style-type: none"> • Reading Assignment <ul style="list-style-type: none"> ○ Dr. Mahfood wrote about setting up boxes for different types of anger. Did you like that idea? What would you name your boxes? ○ Dr. Ronda has created a way of practicing Recovery Int'l techniques that focuses on anger and adds the Catholic perspective. How do you think being a Catholic affects your views and responses to anger? • Anger Response Worksheet <ul style="list-style-type: none"> ○ Did filling out the worksheet make you angry? Did you avoid doing it for that reason? ○ How difficult was it to write down all the events that made you angry during the week? How many people had more than 5 events? How many had more than 10? <p>Did you find that having to write it down changed your responses to the next situation in any way?</p> • Goals <ul style="list-style-type: none"> ○ Does anybody want to share a goal? ○ For goal setting to work, goals should be SMART, which stands for Specific, Measurable, Actionable, Realistic and Time-based. See if your goals are SMART. If not, consider rewriting them. <ul style="list-style-type: none"> ▪ Facilitator Note: This is not a goal-setting workshop, so don't spend too much time here. If you happen to be an expert in this area, you can volunteer your time to work with any participants who need help in goal-setting.
<p>Transition:</p>		<p><input checked="" type="checkbox"/> Today, we'll be working on Step 1 of the 5 Step Process</p>



Step One Overview



Step 1 Overview

Key Points:

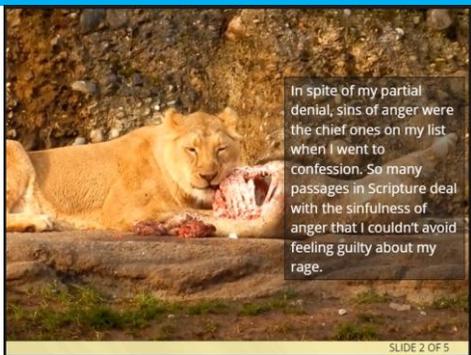
- Describe what we'll cover in this Step 1 Session:
 - Discuss denial
 - Explore ways to tell if you are acting out on anger inappropriately
 - Review Anger Skits

- See if anybody has any questions.

Transition:



- Do you feel guilty about your anger?



In spite of my partial denial, sins of anger were the chief ones on my list when I went to confession. So many passages in Scripture deal with the sinfulness of anger that I couldn't avoid feeling guilty about my rage.

SLIDE 2 OF 5

Slide 2

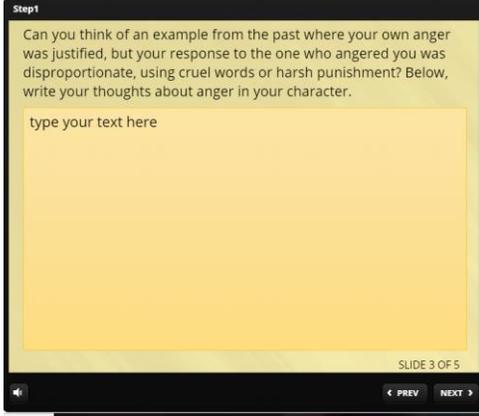
Key Point:

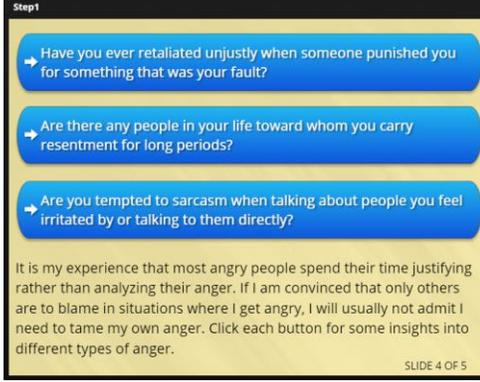
1. Are most of your sins based on anger?
2. Is the anger justified?

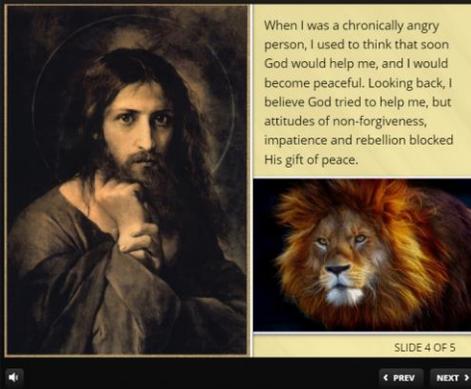
Transition:



- Take a moment to consider a few of the sins you've recently confessed

Title	Action	Facilitation Notes
<p>Individual Exercise</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Individual Exercise Slide
		<p>Display Individual Exercise Slide 3</p> <p>Instructions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working on their own, participants read the question and respond using the text box onscreen. <input checked="" type="checkbox"/> Reassure students that their answers won't be saved when they close the course and nobody else will be able to see them.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Many people don't want to identify themselves as angry. You are not in deep denial, since you decided to attend this program! Still it's useful to discuss the phenomenon of denial.
<p>On Denial</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flipchart <input checked="" type="checkbox"/> Write the denial statements on the flip chart
<ul style="list-style-type: none"> • <i>I'm not more angry than anybody else.</i> • <i>I have good reason to be angry because...</i> • <i>If I don't respond, the behavior will keep on going.</i> • <i>Other people will step all over me if I don't stop them from it.</i> • <i>It is wrong and/or sinful to be angry, so I must suppress my responses.</i> • <i>If people knew what I really thought, they'd never speak to me again.</i> • <i>Other?</i> 		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Read each statement out loud, asking for a show of hands if the statement sounds like them. 2. Ask the group for additional statements. 3. Note that while we came to the workshop knowing we are angry, we can still go into denial during day to day interactions.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> There are a few different types of anger. Let's see what these look like in day to day interactions.

Title	Action	Facilitation Notes
Anger Responses		<ul style="list-style-type: none"> ☑ Present Anger Responses
		<p>Display Slide 4</p> <p>Key Points:</p> <ul style="list-style-type: none"> ☑ Have students read and select each of the blue bars on their own., and then read the skits
Transition:		<ul style="list-style-type: none"> ☑ Each of these skits represents a different type of anger. We're going to break into small groups to discuss these types.
Skits Small Group Exercise		<ul style="list-style-type: none"> ☑ Hand out skits (print the skit sheets below, two for each skit)
		<p>Key Points:</p> <ul style="list-style-type: none"> ☑ Ask for two volunteers to act out each of the 3 skits ☑ Hand out the skit sheets to the volunteers ☑ Hand out skit observer sheets to the rest of the group ☑ Allow a few minutes for the actors to read their scripts ☑ Each duo performs their acts in turn ☑ Encourage applause at the end of the act
Transition:		<ul style="list-style-type: none"> ☑ We've done some very deep work today, and I would like to commend you all for approaching this honestly and being willing to share your experiences. Next week, we'll dig even deeper, and I'd like to give you some homework so you're ready for Step 2.
Assignments		<ul style="list-style-type: none"> ☑ Present Assignments

Title	Action	Facilitation Notes
 <p><i>Taming the LION Within</i> 5 Steps from Anger to Peace Dr. Ronda Chervin</p>		<p>Present Assignments</p> <p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read Step 1: Admitting I am Angry in Dr. Ronda's book (pgs 1-5) <input checked="" type="checkbox"/> Fill out the Notes Page. You might want to share any times when God or others have helped you with your anger.
<p><u>Transition:</u></p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's close with a group prayer...
<p><u>Closing Prayer</u></p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Closing Prayer
<div data-bbox="94 772 576 1186"> <p>Step 1</p>  </div>		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Show Slide 4 2. Present your own prayer and pray as a group 3. Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<p>END OF SESSION</p>		

Skit: Manager and Employee

- ☑ Pat is a young single woman who works as a cook for a fast food franchise.
- ☑ Her manager is a middle-aged man who has been with the company for many years.
- ☑ When Pat started work six months ago, she was given a contract listing her hours, regular pay, overtime pay, and benefits.
- ☑ At the end of the interview, the manager emphasized once again, “Don’t forget, you must work on Sunday mornings.”
- ☑ “No problem,” Pat replied, happy to get any kind of job after a long period of unemployment.
- ☑ Everything was okay for the first month. It was August, and Pat had no trouble coming in on Sunday morning since the friends she liked to party with Saturday night were out of town on vacation. But come September, Pat resumed her habit of staying out late on Saturday night.
- ☑ Sometimes, Pat had too much to drink and had a hard time waking up early on Sundays. This left her coming in as much as an hour late to work.
- ☑ “Look, Pat,” the manager said the second time she was tardy, “I get here at eight so I can open up without you. Five or ten minutes late isn’t a biggy, but an hour is not acceptable. Three strikes, you’re out!”
- ☑ Even though Pat was angered by the manager’s harsh tone, she took it quietly. For a few weeks, Pat came on time, but then one Saturday night she stayed up all night. When she got home at seven in the morning, she decided to lie down for a few minutes of shut-eye before leaving for work. She overslept her alarm clock. Rather than face the manager, Pat waited to come in until she knew he would be gone for the rest of the day. She planned to pick up her belongings and leave for good.
- ☑ Just as she was heading for the door, Pat turned back and walked into the back of the diner. Smiling, she set on defrost the industrial fridge that stored all the hamburger meat.
- ☑ That night, telling her friends about losing her job, Pat boasted of her last act as an employee of that rotten junk food franchise. ““Don’t get mad, get even,’ as the bumper-sticker says.”

Skit: Siblings

- ☑ Maria and Lisa are sisters, born one year apart. From childhood, Lisa, the younger, was quick to advance in standing up, running, learning how to talk, and writing the alphabet.
- ☑ “Look at Lisa, isn’t she advanced for such a little kid?” visitors used to say.
- ☑ Later, Lisa was also better than Maria in sports. “I want Lisa for my team,” the leaders would call out, while Maria was usually picked last.
- ☑ “I had Maria last year. She was a good girl, but kinda slow compared to Lisa,” Maria overheard one of her favorite teachers say to another teacher once during lunch. Even though their parents were careful not to compare them, Maria felt inferior and envious of Lisa.
- ☑ Both girls married in their twenties. “Well, Maria, you’d think I wasn’t even your sister the way you never invite me over,” Lisa complained.
- ☑ “Don’t be silly, Lisa,” Maria would excuse herself. “You know how busy it is working at the computer at home with the kids around.”
- ☑ In reality, Maria hated to have Lisa around. She worried that her husband and children would prefer Lisa to her.

Skit: Husband and Wife

- ☑ “If you can’t smile, Tom, why even have breakfast with me? You could eat at the health club with your old buddies instead!”
- ☑ “Who can smile after having to listen to you snore all night?”
- ☑ “There’s the garbage truck coming down the street. You forgot to take out the garbage again. Maybe when it overflows into the driveway so you can’t get your car out you’ll notice.”
- ☑ “Nag, Nag. Nag. When did my princess turn into a witch?”
- ☑ “How about the day you took off for the weekend to go fishing with your stupid friends when we were planning to go together to my sister’s wedding?”
- ☑ “She never came to our wedding. Of your five sisters, she’s the one I hardly knew. Besides, you told me about that wedding at the last minute when I had made other plans. That was ten years ago. I said I was sorry.”

Step 2 Session Facilitation Guidelines

Title	Action	Facilitation Notes
<u>Introduction</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up flip chart and AV and display eLearning: Step 2: Identifying My Type of Anger
<u>Welcome</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Step 2: Identifying My Type of Anger
 <p><small>TAMING THE LION WITHIN - Copyright © 2017 Ronda Chervin SLIDE 1 OF 12</small></p>	<p>Display Step 2: Identifying My Type of Anger</p> <p>Key Points:</p> <ol style="list-style-type: none"> 1. Welcome participants back to the Program 2. Ask if everybody completed their assignments 	
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's begin with a prayer...
<u>Opening Prayer</u>	<p>Key Points:</p> <ol style="list-style-type: none"> 1. Present your own prayer and pray as a group 2. Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.) 	
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's review the work you did during the break.
<p><u>Assignment Debrief</u></p> 	<p>Flipchart</p> <ol style="list-style-type: none"> 1. Ask participants for thoughts about the reading assignments (Step 1 chapter); write responses on the flipchart 2. Ask participants for thoughts on how God has helped them manage anger 	
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Today, we'll be working on Step 2 of the 5 Step Process



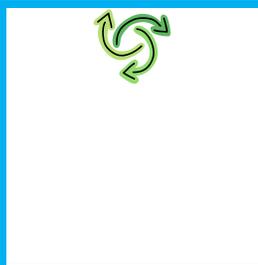
Step 2 Overview

Step 2 Overview

Key Points:

- Describe what we'll cover in this Step 2 Session:
 - Identifying your type of anger
 - Victims of your anger
- See if anybody has any questions.

Transition:



- What type of anger do you think you have?
- Let's examine the clues and cues that can help you identify how anger is affecting your life.

Cues and Clues

Read or write on Flipchart:

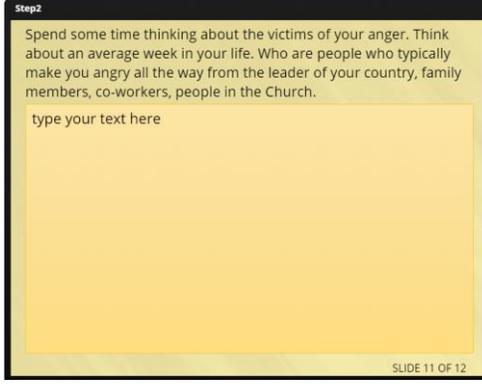
The best clue that you are displaying “hot” anger is found by examining how other people respond to you. If your anger is hot, others’ responses may be

- Afraid
- Nervous
- Avoidance and/or rejection

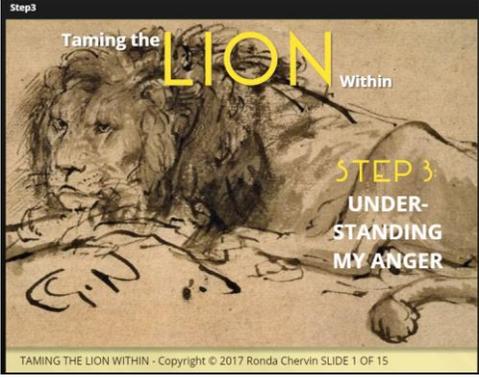
If your anger is “cold”, your inner cues are a good point of reference:

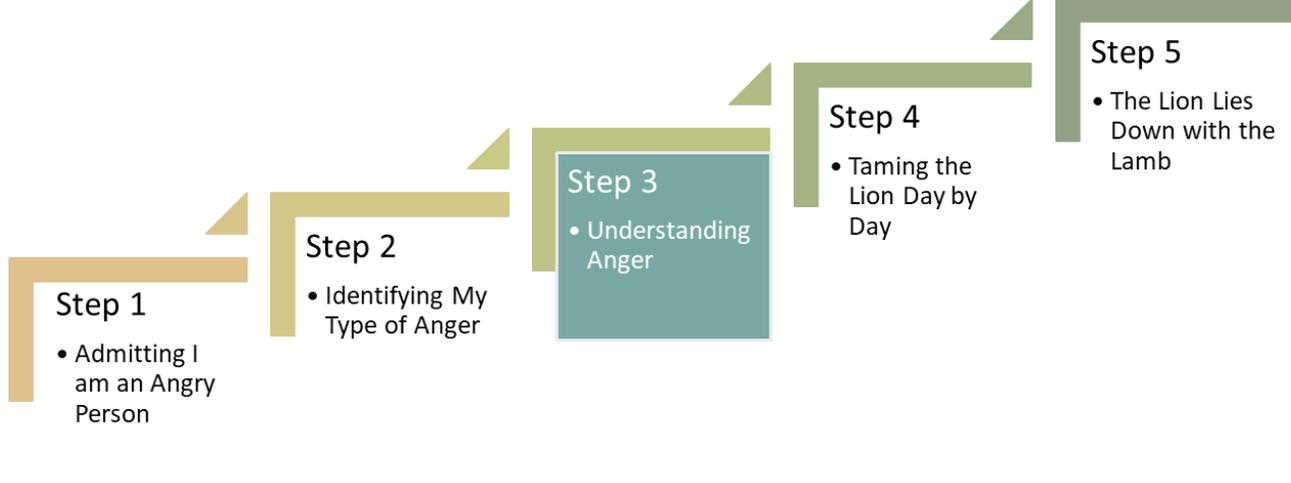
- Too much time thinking about how you’ve been wronged.
- Negative thought patterns (e.g. since Jane was so horrible to me, I won’t help her if she ever needs me).

Title	Action	Facilitation Notes
<p><u>Cues and Clues Group Discussion</u></p> 		<p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read the description of “hot” anger clues. <input checked="" type="checkbox"/> Ask participants to consider the people they know the best at home, at work, and in social gatherings. <input checked="" type="checkbox"/> Allow a short period for participants to reflect on whether or not any of these people are behaving in ways that signal that they are victims of hot anger. <input checked="" type="checkbox"/> Read the description of “cold” anger cues. <input checked="" type="checkbox"/> Ask participants to consider whether or not their inner cues suggest that they are harboring cold anger. <input checked="" type="checkbox"/> Allow a few moments for this consideration.
<p><u>Individual Exercise</u></p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Individual Exercise Slide 2
		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Take the quiz on eLearning slides 2 through 9 2. See what type of anger your answers portray on slide 10
<p><u>Transition:</u></p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Take a moment to consider your rating. Even if it seems wrong to you, would the victims of your anger agree?
<p><u>Individual Exercise</u></p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Individual Exercise Slide 11

Title	Action	Facilitation Notes
		<p>Display Individual Exercise Slide 3</p> <p>Instructions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working on their own, participants read the question and respond using the text box onscreen. <input checked="" type="checkbox"/> Reassure students that their answers won't be saved when they close the course and nobody else will be able to see them.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> This has been a shorter session, because the next one is very intense.
<p>Assignments</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Assignments
 		<p>Present Assignments</p> <p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read Step 3 in Dr. Ronda's book (through to page 26). You're reading Step 3 in advance of the next session as it is lengthy and there is a lot to think about. <input checked="" type="checkbox"/> Take notes and do the assignments as you work through the chapter.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's close with a group prayer...
<p>Closing Prayer</p>		<p>Key Points:</p> <ol style="list-style-type: none"> 1. Present your own prayer and pray as a group 2. Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<p>END OF SESSION</p>		

Step 3 Session Facilitation Guidelines

Title	Action	Facilitation Notes
<u>Introduction</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up flip chart and AV and display eLearning: Step 3: Understanding my Anger <input checked="" type="checkbox"/> Note: This particular session has more detailed flip chart annotations. If you'd like, create those pages in advance of the class to save time. <input checked="" type="checkbox"/> Copies of the FIST Worksheet to hand out at end of session
<u>Welcome</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Step 3: Understanding My Anger
		<p>Display Step 3: Understanding My Anger</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Welcome participants back to the Program • Ask if everybody completed their assignments
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's begin with a prayer...
<u>Opening Prayer</u>		<p>Key Points:</p> <ul style="list-style-type: none"> • Present your own prayer and pray as a group • Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's review the work you did during the break.
<u>Assignment Debrief</u>		<p>Flipchart</p> <ul style="list-style-type: none"> • Ask participants for thoughts about the reading assignment. • Say that since the chapter was very long, we will not be covering all the material in session today.

Title	Action	Facilitation Notes
		<ul style="list-style-type: none"> Ask if there were any parts of Chapter 3 that they would like to be sure to discuss in today's session and write them down on the flip chart on a parking lot page. Return to the parking lot at the end of the session and make sure the participants got what they wanted on these topics.
Transition:		<input checked="" type="checkbox"/> Today, we'll be working on Step 3 of the 5 Step Process
		
<p>Step 3 Overview</p> 	<p>Step 3 Overview</p> <p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Describe what we'll cover in this Step 3 Session: <ul style="list-style-type: none"> The Four Temperaments Anger and the Body Passive Aggressive Anger External/Internal Control Anger and Fear <input checked="" type="checkbox"/> See if anybody has any questions. 	
Transition:		<input checked="" type="checkbox"/> Do you think anger itself is sinful? Raise your hand if you do.
<p>Is Anger Itself Sinful?</p>	<p>Display Slide 2</p> <p>Play Slide 4 and see if participants understand and agree:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Angry feelings are not sinful <input checked="" type="checkbox"/> Acting on angry feelings can be sinful 	

Title	Action	Facilitation Notes
<p>Step 3</p> <p>Many of us are convinced that angry feelings, in themselves, are bad no matter how short or how well-tamed. What is taught by most experts, however, is that sin begins with indulging angry feelings in hidden rage, responding to hurt with bitter ugly words, or retaliating with disproportionate action.</p>	 <p>SLIDE 2 OF 15</p>	
<p>Anger Feelings are not Sinful</p> 		<p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask for a volunteer to describe an angry feeling she or he recently had. <input checked="" type="checkbox"/> Go around the group, round robin style. Each person should describe an anger response to that feeling that would be sinful <input checked="" type="checkbox"/> Return to the original responder and ask for a response that is not sinful.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Our innate responses to angry feelings are tied to our temperaments.
<p>Individual Exercise</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present 4 Temperaments slide 3

Title	Action	Facilitation Notes
<p>Step3</p>  <p>The idea of four different temperaments (choleric, sanguine, melancholic, and phlegmatic) are mentioned by Ptolemy as going back as far as the early Greek doctor, Hippocrates. They are related to the physical makeup of the body. For ease in understanding, I will link a contemporary word to each of these types: angry-choleric, hopeful-sanguine, sad-melancholic, and laid-back-phlegmatic.</p> <p>SLIDE 3 OF 15</p>		<p>Instructions:</p> <ul style="list-style-type: none"> • Listen to the narration and then select each card for a description • Write down what you think to be your own temperament.
<p>Temperaments Group Discussion</p> 		<p>Key Points:</p> <ul style="list-style-type: none"> ☑ If you are in this course, you have most likely selected Choleric or Angry as your temperament type. If not, let's discuss what you chose and why. ☑ Let's use an everyday example. ☑ Write Driving in Heavy Traffic on the flip chart. ☑ Poll the group on how they behave in this situation.
<p>Transition:</p>		<ul style="list-style-type: none"> ☑ Anger can take a toll on your body.
<p>Individual Exercise</p>		<ul style="list-style-type: none"> ☑ Present Physical Manifestations of Anger Slide 4
<p>Step3</p>  <p>SLIDE 4 OF 15</p>		<p>Instructions:</p> <ul style="list-style-type: none"> ☑ Present Slide 4 ☑ Ask participants to pretend they are late for work and driving a car in heavy traffic. They should physically pretend they are in a car and act out their responses as you read them typical scenarios. ☑ Typical scenarios: Slow driver in the fast lane. Trucks on both sides going too fast. Single driver in the car pool lane. (Add your own) ☑ Have them note what their body is doing as they act out responses.
<p>Transition:</p>		<ul style="list-style-type: none"> ☑ Some people do not express anger so overtly; they repress it.
<p>Individual Exercise</p>		<p>Exercise Instructions:</p> <ul style="list-style-type: none"> • Work through slides 5-9 on your own. • Be sure to click the two examples on slide 9.

Title	Action	Facilitation Notes
<u>Group Discussion</u>		Moving Toward “Normal Reactions”
<p>Outer (External) Environment:</p> <ul style="list-style-type: none"> • <i>Everything outside yourself.</i> • <i>You can’t control any of these: people, events, the past, the future.</i> <p>Inner (Internal) Environment:</p> <ul style="list-style-type: none"> • <i>Everything inside yourself.</i> • <i>You can’t control these: feelings, sensations</i> • <i>You can control these: thoughts, impulses, actions</i> 		<ul style="list-style-type: none"> ☑ Read the description of “normal” reactions on the left side of slide 9 out loud to the group. ☑ Say that the key is to understand what we can and cannot control. We cannot control our external environment. We can control our internal environment. ☑ Write the outer and inner environment bullets on the flipchart. ☑ Ask the group to provide a good example of an anger-producing event (or return to the driving in heavy traffic example). ☑ Using the given example, get the group to list the things that cannot be controlled and the things that can.
Transition:		<ul style="list-style-type: none"> ☑ Let’s work with another example now.
<u>Individual Exercise</u>		<p>Exercise Instructions:</p> <ol style="list-style-type: none"> 1. Listen to Slide 10 2. Select the example, and take notes on the father’s reaction to his son. 3. Consider, what can the father control in this situation? What is out of his control? 4. Now consider the role of fear in anger. Do you think the father’s reaction is based on fear?
<u>Group Discussion</u>		Fear and Anger
<p>Angry Judgments:</p> <ul style="list-style-type: none"> • <i>The judgment that the other person is wrong or has wronged me.</i> • <i>For example: irritation, resentment, impatience, hatred, disgust, rebellion</i> <p>Fearful Feelings:</p> <ul style="list-style-type: none"> • <i>The judgment that I am</i> 		<ul style="list-style-type: none"> ☑ Write the Angry Judgments/Fearful Feelings lists on the flip chart ☑ Ask the group to apply this to the father in the example on Slide 10. ☑ List the angry judgments and fearful feelings the group comes up with on the flip chart.

Title	Action	Facilitation Notes
<p><i>inadequate or inferior.</i></p> <ul style="list-style-type: none"> • <i>For example: worry, feeling of inadequacy, hopelessness, fear of damage to your reputation, sense of shame</i> 		
<p>Individual Exercise</p>		<p>What do Psychologists and Saints Say?</p> <ol style="list-style-type: none"> 1. Work through Slides 12-15 on your own 2. Take notes if there are any quotes you particularly like.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> We've done a lot of work today, and you have plenty to think about this week!.
<p>Assignments</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Assignment
<p><i>F.I.S.T. is an acronym for Feelings, Impulses, Sensations, and Thoughts. What it signifies is that we can't control our immediate impulses and sensations when hurt or frustrated, but if we control our thoughts we can control our impulses.</i></p>		<p>Key Points:</p> <p>Define F.I.S.T.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> F.I.S.T. is an acronym for Feelings, Impulses, Sensations, and Thoughts. <input checked="" type="checkbox"/> During the week, pick out an incident where you have angry feelings. Remember you can't control that feeling. <input checked="" type="checkbox"/> Instead of acting, use the FIST worksheet to record the feeling. Then, list your immediate impulses, sensations and thoughts. <input checked="" type="checkbox"/> We'll discuss the worksheets during our next session.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's close with a group prayer...
<p>Closing Prayer</p>		<p>Key Points:</p> <ul style="list-style-type: none"> • Present your own prayer and pray as a group • Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<p>END OF SESSION</p>		

F.I.S.T. Worksheet

Use this form to record your feelings, impulses, sensations and thoughts for a situation that has made you angry.

Situation (describe in detail)

Feelings	Impulses	Sensations	Thoughts

Step 4 Session Facilitation Guidelines

Title	Action	Facilitation Notes
<u>Introduction</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up flip chart and AV and display eLearning: Step 4: Taming my Anger Day by Day <input checked="" type="checkbox"/> Have SMART worksheets printed for distribution at end of session
<u>Welcome</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Step 4: Taming my Anger Day by Day
		<p>Display Step 4: Taming my Anger Day by Day</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Welcome participants back to the Program • Ask if everybody completed their assignments
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's begin with a prayer...
<u>Opening Prayer</u>		<p>Key Points:</p> <ul style="list-style-type: none"> • Present your own prayer and pray as a group • Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's review the work you did during the break.
<u>Assignment Debrief</u>		<p>Flipchart</p> <ul style="list-style-type: none"> • Ask participants for thoughts about the FIST assignment. • Ask if there were any parts of Chapter 3 that they would like to be sure to discuss in today's session and write them down on the flip chart on a parking lot page. Return to the parking lot at the end of the session and make sure the participants got what they wanted on these topics.
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Today, we'll be working on Step 4 of the 5 Step Process

Title	Action	Facilitation Notes
		<p>Step 1 • Admitting I am an Angry Person</p> <p>Step 2 • Identifying My Type of Anger</p> <p>Step 3 • Understanding Anger</p> <p>Step 4 • Taming the Lion Day by Day</p> <p>Step 5 • The Lion Lies Down with the Lamb</p>

Step 4 Overview	

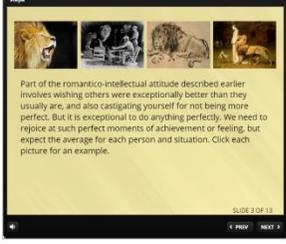
Step 4 Overview	
Key Points:	
<input checked="" type="checkbox"/> Describe what we'll cover in this Step 4 Session: <ul style="list-style-type: none"> ▪ Avoid Exceptionality; Accept the Average ▪ Move Your Muscles ▪ Humor is Your Best Friend ▪ FIST ▪ Put Your Mental Health First ▪ Peace over Power- No Symbolic Victories ▪ They're not Doing it to You; They're Just Doing it! ▪ Not a 911! ▪ Be Group-Minded 	
<input checked="" type="checkbox"/> See if anybody has any questions.	

Transition:

<input checked="" type="checkbox"/> What do you think it means to accept the average? Jot down some thoughts in the Notes section of your book.

Expect the Average.

Display Slide 2-3
Play Slide 2-3 and see if participants understand and agree:
<input checked="" type="checkbox"/> In the midst of projected disaster, you can take a secure thought.
<input checked="" type="checkbox"/> Another method you can use is to expect the average instead of

Title	Action	Facilitation Notes
		<p>the perfect.</p>
<p>People are Rarely Perfect</p> 		<p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask for a volunteer to describe ways he or she looks for the perfect rather than the average in his or her expectations of others or of his- or herself. <input checked="" type="checkbox"/> Go around the group, round robin style. Each person should describe a response that takes into account the average. <input checked="" type="checkbox"/> Return to the original responder and ask for a new response.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Our innate responses to angry feelings are tied to our physicality.
<p>Individual Exercise</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Physicality slide 4
		<p>Instructions:</p> <ul style="list-style-type: none"> • Move the dial to see some examples of how moving your body can diffuse angry or sad feelings.
<p>Movement Group Discussion</p> 		<p>Key Points:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> This seemingly mild solution for anger, anxiety, and depression is one of the most quickly effective of all Low's concepts. <input checked="" type="checkbox"/> Based on psychological studies, it has been proven that physical motion is an antidote to the brooding so common to the states we have been studying.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Humor is your best friend

Title	Action	Facilitation Notes
<p>Humor is Your Best Friend</p> <p>Example</p> <p>Humor</p> <p>When I see myself and those around me as foolish little weak creatures who nobly try our best but fall at least half the time, I can laugh at the same events that previously would make me furious. The washing machine broke down. The cause was a blanket full of sand I failed to rinse after coming home from the beach. First I was angry with myself for being so hasty and careless. Then I was angry with the company for not making unbreakable machines. The repairman charged \$100 to fix it and glared at me as if I was beneath contempt for shoving a sandy blanket into the washing machine. I felt shamed, then angry with the company for hiring people with such bad people skills. The same glitch could have been a source of humor. My inner thoughts during this episode could have been more like this: "Hmmm. Look how that Never-Lets-You-Down-Washer stubbornly gave up on my challenge of the day for it! \$100, literally down the drain. Mr. Repairman, I bet this is the silliest mistake you dealt with this week!"</p> <p>SLIDE 5 OF 13</p> 		<p>Instructions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Slide 5 <input checked="" type="checkbox"/> Ask participants to put themselves into the position of the narrator. <input checked="" type="checkbox"/> Each participant should find their own humorous response to the situation and share with the larger group.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Feelings, Impulses, Sensations, Thoughts
<p>Exercise</p>		<p>Exercise Instructions:</p> <ul style="list-style-type: none"> • In small groups, work through the FIST worksheets from the last session.
<p>Group Discussion</p>		<p>FIST signifies is that we can't control our immediate impulses and sensations when hurt or frustrated, but if we control our thoughts we can control our impulses.</p>
<p>Immediate Reactions</p> <p>Thoughts</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read the examples on slide 6 out loud to the group. <input checked="" type="checkbox"/> Say that the key is to understand what we can and cannot control. We cannot control our immediate reactions but we can control our thoughts <input checked="" type="checkbox"/> Write Immediate Reactions and Thoughts on the flipchart. <input checked="" type="checkbox"/> Ask the group to use the examples to separate the immediate reaction from the thoughts
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Your mental health
<p>Individual Exercise</p>		<p>Exercise Instructions:</p> <ul style="list-style-type: none"> • Read the examples in Slide 7 • Select one example, and take notes on the when and how the decision is made to put mental health first. • Consider, what can the person in the example control in this situation? What is out of his or her control? • Are there areas in your life where you need to put your mental health first?
<p>Group Discussion</p>		<p>Symbolic Victories</p>

Title	Action	Facilitation Notes
<p>Peace Over Power:</p> <ul style="list-style-type: none"> • Many times, you can't win, and it doesn't matter if you lose. It's not worth the effort even to put up a fight. Low suggests that we choose peace over power whenever there is no big justice issue involved <p>Symbolic Victory:</p> <ul style="list-style-type: none"> • Peace over power is linked to a related choice: going for the symbolic victory. Symbolic victory is where you have lost some battle, minor or major, and you retaliate by sarcastically pressuring your opponents to admit you were right. 		<ul style="list-style-type: none"> ☑ Write Peace over Power and Symbolic Victory on the board. ☑ Instruct the group to answer the following questions in the Notes section: Do you try to insist on power over peace sometimes? When you feel you have lost do you try for a symbolic victory by pounding others with proofs that you were right or making fun of others behind their backs? ☑ Work through the exercise on slide 9
<p><u>Individual Exercise</u></p>		<p>Not a 911!</p> <ol style="list-style-type: none"> 3. Work through Slides 10-12 on your own 4. Take notes if there are any examples you particularly like.
<p><u>Assignment</u></p>		<ul style="list-style-type: none"> ☑ Present Assignment

Title	Action	Facilitation Notes
<p>Goal Setting</p>  <p>The diagram illustrates the SMART goal setting process with five green boxes: Specific (Provide a clear description of what needs to be achieved), Measurable (Include a metric with a target that indicates success), Achievable (Set a challenging target, but keep it realistic), Relevant (Keep your goal consistent with higher-level goals), and Time-bound (Set a date for when your goal needs to be achieved).</p>		<p>Key Points:</p> <p>Congratulations! This is a long section and there’s a lot to apply to your life. The final section is next so we are almost finished. For your final assignment, please think and pray about how you’ll go on after the course to apply some of the lessons you’ve learned.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> SMART goals are those that are Specific, Measurable, Achievable, Realistic and Time Bound. <input checked="" type="checkbox"/> During the week, use the form we’ll handout to set at least one SMART goal related to managing your anger. <input checked="" type="checkbox"/> Take a moment to look at the form now, and let me know if you have any questions
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let’s close with a group prayer...
<p>Closing Prayer</p>		<p>Key Points:</p> <ul style="list-style-type: none"> • Present your own prayer and pray as a group • Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<p>END OF SESSION</p>		

SMART Goals Worksheet

Draft Goal:

Fill in with your answers

Specific <ul style="list-style-type: none">• What is the desired result? (who, what, when, why, how)	
Measurable <ul style="list-style-type: none">• How can you quantify (numerically or descriptively) completion?• How can you measure progress?	
Achievable <ul style="list-style-type: none">• What skills are needed?• What resources are necessary?	
Relevant <ul style="list-style-type: none">• Is the goal in alignment with your mission to better control your angry actions or speech?	
Time-bound <ul style="list-style-type: none">• What is the deadline?• Is the deadline realistic?	

Final Goal:

Step 5 Session Facilitation Guidelines

Title	Action	Facilitation Notes
<u>Introduction</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up flip chart and AV and display eLearning: Step 5: The Lion Lies Down with the Lamb <input checked="" type="checkbox"/> If you want to give out certificates or other awards, have them ready to present at the session close. <input checked="" type="checkbox"/> If you are recommending further workshops or books, have flyers available to hand out at the end of the session.
<u>Welcome</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Step 5: The Lion Lies Down with the Lamb
		<p>Display Step 5: The Lion Lies Down with the Lamb</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Welcome participants back to the Program
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's begin with a prayer...
<u>Opening Prayer</u>		<p>Key Points:</p> <ul style="list-style-type: none"> • Present your own prayer and pray as a group • Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<u>Transition:</u>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's review the work you did during the break.
<u>Assignment Debrief</u>		<p>Flipchart</p> <ul style="list-style-type: none"> • Ask participants to discuss their SMART goal-setting homework. • If any participants are willing to share, run through the goal and make sure it meets the criteria. • Offer to work directly with participants to help solidify goals after call if they prefer.

Title	Action	Facilitation Notes
Transition:		<input checked="" type="checkbox"/> Today, we'll be working on Step 5 of the 5 Step Process



Step 5 Overview

Step 5 Overview

Key Points:

- Describe what we'll cover in this Step 5 Session:
 - Anger at God
 - Forgiveness
 - When Someone is Angry with Me
 - Contemplative Prayer
- Play Slide 2.

Transition:	
--------------------	-------------------------------------------------------------------------------------

The beauty of the image of the lion lying down with its prey, the lamb, is transferable to our course because our inner rage is finally able to be at peace with all that plagues it.

Anger at God

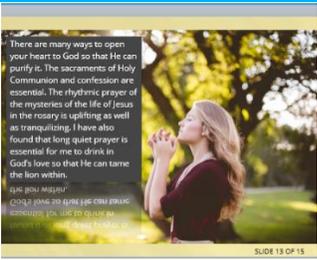
When trying to accept extreme suffering, the biblical figure Job teaches me much about dealing with calamities. Job accepted a great deal of pain and frustration. Then, when the worst came, seeing his own flesh gradually being destroyed, he questioned God. The theological answers of his friends brought no solace. They seemed like empty words to him. Then God came to him personally, speaking words not so different from those of his friends. What makes the difference is God's presence.

SLIDE 4 OF 15

Display Slide 3-5

Play Slide 3:

- Do you feel anger at God?
- Do you consider that anger sinful?
- Play slide 4-5 and work through the exercise on slide 5.

Title	Action	Facilitation Notes
<p>Individual Exercise - Forgiveness</p> 		<p>Instructions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Perform the exercise on Page 42 of your book, highlighting passages of particular use to you. <input checked="" type="checkbox"/> Work through slide 6-11 on your own for more insight on Forgiveness
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> We've talked a great deal about our anger toward others but what about their anger toward us?
<p>Exercise</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Present Slide 12 <input checked="" type="checkbox"/> Ask people to question in their own hearts the suffering of those who are angry at them
 <p>There are many ways to open your heart to God so that He can purify it. The sacraments of Holy Communion and confession are essential. The rhythmic prayer of the mysteries of the life of Jesus in the rosary is uplifting as well as tranquilizing. I have also found that long quiet prayer is essential for me to drink in God's love so that He can tame the lion within.</p> <p>que j'ai toujours c'est de venir au Seigneur et de Lui dire: Seigneur, Seigneur.</p> <p>SLIDE 13 OF 15</p>	<p>Thoughts</p> <ul style="list-style-type: none"> • Many Catholics are finding in visits to Adoration chapels where the Blessed Sacrament is exposed to view an aid to releasing the cares, frustrations, disappointment, and injuries of daily life. • I come in often as a little tin god turned raging dwarf by my frustrations. • After an hour of staring at the Host, where the real God is the center of my vision, I feel, instead, like a happy little daughter of God... 	
<p>Conclusion – Group Exercise</p> 		<p>Instructions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instruct participants to work through the exercises at the end of the book starting on page 47.
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Congratulations! You have reached the end of the course Taming the Lion Within.

Title	Action	Facilitation Notes
<p>Closing – Group Discussion/Awards</p> 		<p>Instructions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Some facilitators like to give out rewards or certificates at the close of the session. If you have done so, hand them out now. <input checked="" type="checkbox"/> Ask participants for closing thoughts – what has changed for them as a result of the workshop? <input checked="" type="checkbox"/> Discuss follow-up. Will the group keep in touch with one another to help support and provide help when anger threatens? What other ways do we have to increase our knowledge? (You can point to other workshops available in your parish, or books to read.)
		<ul style="list-style-type: none"> <input checked="" type="checkbox"/>
<p>Transition:</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Let's close with a group prayer...
<p>Closing Prayer</p>		<p>Key Points:</p> <ul style="list-style-type: none"> • Present your own prayer and pray as a group • Optionally, go around the circle and ask each participant to say a short prayer. (Note: This is appropriate for smaller groups. With larger, you can divide participants into sub-groups of 4 to pray together.)
<p>END OF SESSION</p>		