Introduction and Acknowledgements

to be replaced by introduction from Mme. Gosselin, UNESCO
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Chapter 1
Let’s Stop Violence By Being Peaceful

Key Objectives

After finishing this chapter you should be able to:

1. Define ‘verbal violence’
2. Give at least three reasons why violence hurts a country
3. Give at least five examples of peaceful and friendly communication

Who Is The Idiot?

‘You’re a real idiot, man,’ says Tom
‘Who you calling idiot?’ replies Peter ‘You are a bigger idiot. It was Maradonna who kicked that second goal against France.’
‘You are the bigger idiot,’ says Tom getting angrier. The word now sounds like ‘eediat’, sounding even more insulting ‘It was Brazil that played France in the finals in 1998, not Argentina.’
‘I wasn’t talking about the World Cup, I was talking about a ‘friendly’ match,’ says Peter.
‘I don’t have any time to waste on you,” says Tom ‘You can’t even admit you’re wrong, so you’re making up nonsense now. When a man is born a fool, you just can’t help him.’
‘So nobody can help you then,’ says Peter.
‘Where is the money you owe me for the two beers I bought you last week?’ Tom demanded.
‘I don’t have that on me now,’ replies Peter ‘Why you have to bring that up now?’
‘Gimme mi money!’ shouts Peter.
‘Listen here,’ said the barman ‘I don’t want any fight in my bar.’
‘These people have other problems they are not dealing with,’ says Harry softly to a friend, so they take out their anger here. I would like to say ‘children, stop!’ because they are acting just like children. But they would love any chance to fight with someone else, with me.’
A bottle is broken by one of the men.
‘Get out of my bar!’ the barman shouts. ‘I don’t any police coming here to ask me who kill who in my bar over football.’ He mutters to himself ‘*** fools!’
Questions

1. Who or what created the quarrel at the bar? Who or what was responsible for continuing the quarrel?
2. Quarrels like these can lead to injury or to homicide. How could this quarrel have been stopped?

Information Section

What is Violence?

Violence is the use of power or force. The aim of this power or force is to give pain or to kill.

There are many kinds of violence. Two types that we will discuss in this chapter are physical violence and verbal violence. We say violence is physical when the goal is to injure the body or to kill. We say violence is verbal when words are used with the sole intent to injure the feelings of an individual or group of persons.

The Hebrew word most often translated as violence is chamas. Chamas means ‘unjust gain, cruelty, damage, injustice by an oppressor, unrighteousness, wrong.’

What Causes Violence?

Here are some of the reasons that cause violence:

- Born into a violent home
- Born into a violent neighbourhood
- Racism
- Poverty
- Unemployment
- Access to guns
- Drugs/alcohol
- Glorification of violence (making violence look good) in the media
- A belief that being violent makes you seem more manly

Fathers – spend time with your sons and daughters!

In the United States, over 90% of African American men in Correctional Centres did not have a father in the home when they were growing up. The situation in the Caribbean is thought to be similar. Boys and girls need an adult male to help them cope with growing up in a challenging world. If you are a father, you may not be living with your child’s mother. But spend time with your sons and daughters nonetheless. If you do not live in the same country as your children, then very frequent letters or e-mails and telephone calls become very important – also as evidence that you really do care. Even if you did not grow with a father, that is not a good excuse for you to repeat the cycle.
**Violence is Expensive**

Violence is very harmful and very expensive in all sorts of ways. Let us look at what happens when someone is killed, for example:

- Another human being has been killed. If this happens often enough, large segments of the population may become desensitized. What does desensitized mean? It means that we can listen to news about a killing (or see it in real life or in movies) and we don’t feel upset about it. We can eat an ice-cream cone when reading about it or even enjoy watching someone being killed in a movie.

- Because we may hear of so many killings, some of us may forget that it is very wrong to kill another human being. Sometimes we don’t appreciate just how wrong it is until it affects us directly.

- Somebody has lost a father, mother, family member or friend.

- If the person worked, their family and the nation is deprived of his earnings or work.

- A high murder rate makes your country look bad to people who live in other countries. It suits your country to have a good image in the world because that good image will help every single one of your fellow citizens.

- When your country has a good image in the world, it may mean more foreign investment in your country.

- Many tourists want to go somewhere where they can relax. They may think twice about going to a country with a reputation for violence. Remember that tourists bring in needed foreign exchange. More foreign exchange will help you to have better schools and better roads, among other things.

- Violence costs huge amounts of money. It places additional strain on hospitals, for instance where more money is needed to purchase resources to deal with emergency gun shot and knifing cases.

- If not stopped, violence can create a vicious cycle of revenge.

**SO VIOLENCE IS REALLY A BIG THING!**

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**Choose Your Battles Very Carefully**

There’s a big difference between having conflict, and it having you. In other words, while we will often simply not get what we want, that doesn't mean we have to become stressed out because of it. The simple truth of the matter is that there will be times when, if I get what I want, it means that you don’t get what you want, and the other way around.

Making peace with conflict doesn’t mean you don’t even fight for what you want or what you believe in. It does, however, suggest you’re more choosy about what you choose to fight about. When you learn to have conflict – without it having you – you’ll have a more open mind, and you’ll see solutions where others see only problems. Also, because you’ll come across as more peaceful, others will be more open to your point of view. You’ll discover new ways to resolve your conflicts, all the while keeping your peace of mind.

Life Skills Activity
Let’s Be Peaceful by Stopping Verbal Violence

Do you remember what verbal violence means? Verbal violence means using words to abuse another person, to hurt the other person’s feelings.

Now let’s look at these ‘trigger’ statements. They are in Standard English, and you may wish to convert the statements below into statements more in tune with your own culture.

When do you think that the statements below are necessary or useful? Do you think you have a right to use them if you are provoked? Think if the statements are sometimes, rarely or never needed. In the box to the right, place an S for sometimes, an R for rarely, and an N for never.

You are ugly ( )
No one who is too black can be good ( )
Your father is worthless and you are just like him ( )
You (any race) are wicked/evil etc. ( )
You are so stupid ( )

Think of at least five other statements and share them with your classmates. The teacher will write them on the board. Decide whether you should rarely say them, sometimes say them or never say them.

LIFE SKILLS CORNER

All of these statements are never necessary. So you should have put a N for all of them.

Saying ‘you…..(another race) are evil’ is wrong. There are good and bad persons in every race. Never attack a person because of his race, colour or religion.

Telling a child that he is as worthless as his father is wrong. Some boys find it difficult to really forgive their mothers for making this statement. Stating that the boy’s father is worthless also makes the mother looks bad. Many a child secretly asks ‘why did my mother take up with this man if he was so worthless?’

‘You are so stupid’ can be said in a joke, but many people will still not appreciate it. They may think that you are saying something hurtful that you really feel, but are dishonestly trying to pass it off as a joke. Never refer to a person as stupid.

races are equal.
We Can Stop Violence

**Avoid ‘Trigger’ Words**

There are many statements that ‘trigger’ a person to feel hurt or to respond in similar fashion. The problem is that the use of trigger words begins or helps to continue the hostility. We should ask ourselves: do we want to hurt the person or do we want to solve the problem? Discuss why the following statements are ‘triggers’:

- You’re such a loser
- I could have married John/Jane instead
- I’m just so sick and tired of you
- You’re too sensitive
- You’re jumping to conclusions
- You can’t take a joke
- You blow everything out of proportion
- You’re making a big deal out of nothing
- You don’t have a sense of humour
- You take everything the wrong way
- You’re making a mountain out of a molehill
- You read things into my words
- You twist everything around
- You’re looking for a quarrel

I’m sure that you’ve heard many more.

**Peaceful Ways to Communicate**

One of the reasons for violence is the use of aggressive communication. You communicate peace through your words, tone of voice and body language. The examples of some peaceful statements given below are in Standard English. However, you may translate them in ways that would make them more acceptable in your culture. Your teacher will assist you in this exercise.

Here are some ideas for peaceful communication. Can you think of more?

When you’re feeling that that others are telling you what to do or how to think, you could say:

- I see that your views are different from mine. My opinion is based on/my experience has been

When you’ve said something important but feel that the other person has not understood you, you could say:

- I’d like knowing what you think I am

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**Violence – whether self inflicted, interpersonal or collective – constitutes a global health problem of enormous dimensions, but much of it is preventable.**

Almost 1.7 million people were intentionally killed by another person or by themselves in 1999, according to the World Health Report 2000. A large proportion of victims of fatal violence are young males. It is estimated that as many as 40 million children could be the victims of child abuse every year around the world. An estimated one-third of all women are victims of acts of violence during their lifetime, according to a 1999 Patricks Hopkins School of Public Health report.

Regional differences in homicide and firearm death rates suggest, however, that much violence is preventable’ said Dr. Etienne King, Director of the Injuries and Violence Prevention Department at the World Health Organization. ...

There is a catch-22 situation as regards education. When violence occurs around or in schools, the quality of education suffers. But education is very much needed to prevent violence in the first place.

The Centre for the Study of Violence, University of Sao Paolo http://www.who.int/inf-pr-2001
saying to make sure I’m being understood

When you hear something you disagree with but don’t want to hurt the other person’s feelings you could say:

What I hear you saying is...
My own view differs in this way....

When the other person has used harsh or curse words, you could say:

Could we get back to discussing the problem?
I will listen to you when those words are not being used
I am not prepared to listen to those words. Perhaps we now need a third party to help us resolve our differences. Could we end this discussion now and discuss it at another time when you have calmed down/when we’ve both calmed down?

Sometimes, interestingly enough, the other person wants a quarrel so that they are able to shout and say hurtful things. Nonetheless, it takes two to quarrel.

Peaceful and Friendly Communication

Now let’s look at examples of friendly phrases. However, friendly words need to be matched by a friendly tone of voice and friendly body language:

- A penny for your thoughts
- Guess what happened on the way to....
- I was thinking....
- Did you every wonder....
- What’s your favourite....
- How did you like....
- What I like best about...is....
- I feel....
- It sounds like you’re saying....
- Are you saying...?
- Oh! Do you mean...?
- What would you like to be doing a year from now?
- Yes, I see what you mean
- Yes, I understand
- That’s interesting
- I hadn’t thought of that
- Yah man
- Oh, I’ve always looked at it this way
- I’ll think it over and let you know
- What did you have in mind?

You – A Unique and Very Valuable Human Being

It is important that you fully realize that you are unique – there is no one on earth quite like you, even if you are an identical twin. You are a very valuable human being, regardless of what problems you have. When you really think that you are very valuable, then you may be more content.

Whatever you have done in the past, you can always change. Chances are you have already been through a lot of problems. Chances are that you have already successfully resolved many problems.

Your Evaluation Page

1. Define ‘verbal violence’
2. Give at least three reasons why violence hurts a country
3. Give at least five examples of peaceful and friendly communication
Chapter 2
Managing Conflicts

Key Objectives

After finishing this chapter you should be able to:

1. Define ‘conflict’
2. Describe why it is important to have conflict solving skills
3. List at least three causes of conflict
4. Give at least three suggestions for the management of conflict

Violence Breeds Violence

‘That man dissed me,’ says Peter. ‘If I ever tell you what I want to do to him now. I might just do it too.’

‘You just calm down,’ says John. ‘Plenty of people like you are in prison. You feel angry for half an hour and you have years to regret your anger. Many a man wishes that he had just thought differently before he acted.’

‘No man, and I mean no man, must diss me like that.’

‘You have it all wrong,’ says John. ‘Suppose your son disrespects a man tomorrow. You really want that man to take out his gun and shoot him? What would you think of that man?’

‘That’s different. A big man must control himself when he is talking to a boy,’ says Peter.

‘You mean he must be strong and not weak,’ says John ‘He can’t throw a tantrum like a little child who don’t have any self control. Violence breeds violence. Violence is weakness, you know. A violent man can’t control himself but he wants everybody to think he is strong.’

‘That man really dissed me though,’ says Peter. However, John notices that he does not seem as angry as he was ten minutes ago.

‘Think of your children, them not having a father to work for them,’ says John. ‘Think of the suffering. Is that man really worth all of that? Are you giving him and what he says so much power in your life? Does everybody have that kind of power over you - over yourself, over your children, over your freedom? You must think this man is God.’

‘Okay, okay’ says Peter ‘I will find another way to deal with it. Or maybe I just won’t bother. Why should I have to run from police because of that man, or hope nobody tells the police about me.’

‘And besides,’ says John ‘There are other ways to handle conflict.’
Questions

1. What other choices does Peter have other than killing, beating or insulting someone who angers him?

2. Think of the statement ‘violence is actually weakness.’ Have you ever thought of violence in that way? Discuss your thoughts with your teacher

Information Section

What is a Conflict?

A conflict is a strong disagreement. You do not want what the other person wants, and the other person does not want what you want!

We also know that:

Conflict is a natural part of people relating to each other

Conflict itself does not cause quarrels or violence. Not knowing how to handle conflict causes relationships to worsen

Conflict can be good when issues and problems are attacked, not people.

What are the Causes of Conflict?

There may be many causes of conflict. Some of these may be:

• Different perceptions (different ways of seeing the world)
• Different goals
• Different ways to achieve the same goal
• Expectations (too much, too little)
• Misunderstandings
• Resources (money, time, position, space, goods, property)
• Unmet Needs

• A view of the other person or group that is not correct

All of Us Deal With Conflict

If you have to communicate with other people, then you will sooner or later have to deal with conflict. Conflict happens at work, school, home and play. Remember that conflict is not bad in itself. In fact, conflict simply comes about from people having differing viewpoints. Since no two people view the world exactly the same way, disagreement is quite normal. In fact, anyone who agrees with you all of the time is probably telling you what you want to hear, not what he or she actually believes.

Why Should We Manage Conflict?

All of us need to be able to manage conflict well. Unmanaged conflict can lead to hurt and to violence. Notice the word ‘manage’ is used. That means every adult should learn to become a good conflict manager. In this way, the adult will tend to successfully manage the conflicts in his or her life.

We should learn how to manage conflicts (also called conflict negotiation or conflict resolution) for those times when we see that it will benefit both ourselves and the other side.

The important thing is not to let the conflict get
We Can Stop Violence

Good News!

Even young children can be taught to manage certain conflicts effectively. I remember witnessing Dave, who was nine years old at the time, resolve a conflict between his ten and twelve year old sisters. Dave had been taught the basics about conflict resolution in his school. The two girls were fighting over which television station to watch. Dave said to the girls ‘let’s sit down and talk.’ He then asked the girls that they must agree not to ‘tell each other off’ before the meeting started. The girls agreed. After about ten minutes, the girls agreed with a sharing time for watching the television that afternoon.

out of control. Do not try to keep the conflict to yourself. When you keep conflict to yourself it tends to build up, and may get out of control one day.

Many of us would like to avoid conflict at all costs. We are not saying that you should manage all conflicts – you may need to choose what to manage and what to try and leave alone.

For example, you are not going to try and negotiate with every crazy driver on the road. There simply is not enough time. Choose your battles carefully.

Suggestions for Managing Conflicts:

• Plan ahead by asking yourself questions. Think it through ahead of time. What is the issue? How does the situation affect both you and the other person? What information do you have? What information do you need?

Choose your battle: there may be twelve issues you want to resolve. Select the most important ones, perhaps only one or two. It is unlikely that you will resolve many problems or issues at one sitting.

• Decide whether you want to confront the person who is bothering you. It is usually better to air problems than to let them fester.

• Choose a good time and place. Try to choose a time when you and the other person are not very angry or feeling unwell. Choose a place that is comfortable for both of you.

• You may ask someone else to sit in. This is up to you and the other party. Some people may feel much more comfortable with another person present. Try to make sure that the other person is neutral, and will not create problems at the meeting.

• Prepare to treat the other person courteously and with respect. If you are disrespectful, there is little chance of the conflict being resolved. Respect should be conveyed through the kinds of words and phrases selected, tone of voice and body language. If you are disrespectful, the other person might be equally disrespectful to you or simply not bother

Find appropriate ways to cool down before you enter you discuss the problem with the other person, especially if you have a hot temper. (see also Chapter 3).
to listen. If he feels threatened, he defends his self-esteem and makes managing the conflict much more difficult. If the person attacks you personally, don’t get into a temper. Let the other person blow off steam and try not to take it personally.

- **Define the problem as something that you can both solve together.** Do not take the attitude that this is a war to be won by you.

- **Try to see the other person’s point of view.** Try to understand him first. Then try to have him understand you. Show interest in the other person’s statements even if you do not agree with what he or she is saying.

Tell the person that you hear him or her and are glad that you are discussing the problem together. Say ‘are you saying that you feel, think, want…? This says ‘I’m listening to your opinion and I take your opinion into account.’

- **Define how you see the problem using specific instead of general statements.**

You could say, for example ‘you play loud music at nights when I need to get sleep. If I do not get enough sleep, I’m not alert in class,’ instead of ‘you’re just totally inconsiderate/it is because you don’t have any work or school to go to why you are so completely idle.’

Another example is: ‘you promised that you would pick me up at nine o’clock. You did not inform me that you were not coming or would be very late. I could not contact you because you turned the cell off. I had to take a taxi and was late for the meeting,’ is better than ‘you just cannot keep your word/you wanted me to be late for the meeting/you couldn’t care less about other people.’ You’ll see that being specific usually takes more words than being general. However, being specific aids understanding on the other person’s part.

**Attack the problem, and not the person. So focus on the problem and not on saying things to hurt the other person’s feelings.**

- **Explore Solutions**

Both of you should offer solutions at this stage. Perhaps you could take turns. List the solutions on a piece of paper. Here are some guidelines:

Do not criticize the other person’s ideas

Discuss the possible consequences of each proposed solution.

Be positive in your approach

Agree on the most workable solution

Again, be specific. Saying ‘The next time I promise to pick you up I will call you one hour before and tell you if I am able to come’ is better than ‘Alright, I’ll do better next time. Saying ‘I will turn my music off at 8.00 at night,’ is better than a vague ‘I won’t play loud music anymore.’

Also ask: what should we should if this situation were to recur.

- **Give feedback to yourself immediately after the meeting the other party** Ask yourself: What did I say? What did I do? What did my body language say? What did I do well? Where could I have improved? What did I learn from this meeting?

- **Follow through.** Agree to check with each other at specific times to make sure that the agreement is still working....keep at it.
The Win-Win, Win-Lose and Lose-Lose Ways of Resolving Conflict

Win-Win

Most good conflict managers will try for a win-win which means I WIN-YOU WIN. Good conflict managers will try to make both sides feel that they have won, or at least won something. Most successful conflict managers start off with the win-win method. We tend to solve conflict better if both sides feel that they are in a win-win situation.

We should always try for a win-win because most times you will need an on-going relationship with the other person. For example, what is the point if you ‘won’ an argument with your co-worker and made her feel very small. There may be problems if you need to face that co-worker every day!

Win-Lose

The win-lose or I WIN – YOU LOSE way is using a method that makes me feel good while not paying any attention to your needs. I say ‘Look I want the remote all of the time and I don’t care if you don’t get to watch any of your shows.’

You should only shift to win-lose when all other methods fail.

Even if you use the win-lose method, don’t be aggressive, sneer, appear to be nice when you are not, divide and conquer or act stupid. These methods leave too much anger in the other person.

Lose-Lose

This usually means that the conflict was handled poorly in one or more key areas. This can also happen when neither party really wants the conflict to be resolved, so regardless of what strategies are used, it will be a lose-lose situation. Both parties leave dissatisfied or disgruntled.

Don’t be:

Aggressive
This means that a person criticizes the other person by making hurtful remarks about their work, school, or family, for instance. Sometimes the aim of the aggressive person is to provoke the opponent into saying something that he will later regret.

Appear to be Nice when You are Not
This means a person is appearing to be ‘nice’ while making impossible demands of the other person.

A Person who Divides and Conquers
This means that the person creates fights between the other persons. The person may make friends with one member of the team to try to play her off against the other members of the team

Life Skills Activity

Form yourselves into small groups. Think of any conflict that you know that was resolved in a ‘win-win’ manner. What impact did the win-win situations have?

Then think of any win-lose situations. What was the impact of the win-lose situations?

Share your thoughts with the teacher and the entire class.
When we use the win-win situations:

The persons in conflict often leave as friends or good acquaintances
Work may be improved
Others learn about good conflict management skills
There is no violence
There is no shame, hospital bills or other problems

In win-lose or lose-lose situations:

The persons may decide to end their friendship
The persons may not work with each other well again
There may be violence
The conflict may grow and affect other people
There is stress and unhappiness

Act as if You Cannot Understand
This person pretends not to understand what is going on in order to anger the other person into saying more than he should.

OR

I notice that Paula was late three times last week. That makes Peter late, and me late for work. If I’m frequently late for work, I could lose my job. What should we do now?

The person says she will be early from now on. Somehow you doubt this.

You may ask: What happens if this continues? If it does, what about both of us making other arrangements?

Are you thinking: Suppose I lose the friendship? Well, you may also ask yourself: would a true friend make me lose my job?

What Would You do in this Situation?

Your neighbour, Stephen, borrowed your expensive top-of-the-line drill. You tested it when he returned it and observed that the drill is giving trouble. What do you do now? Role play the meeting.
Two Friends Became Enemies

I was once asked to resolve a conflict between two women, Fran and Barbara*. These two women had worked in the same store for over fifteen years. They had been best friends once, now they had not spoken to each other for over ten years. They would not work at the same counter. This was a problem for the manager because this meant that he always had to find someone else to work with each of them. Their intense dislike of each other also made the workplace tense for everyone.

I spoke with both of the women. I discovered that the conflict had started because Fran thought that Barbara had told her boyfriend something negative about Fran. Barbara denied this. I spent several hours with both women attempting to resolve the conflict. What I managed to finally do was to get them to speak respectfully to each other, and to work with each other at the same counter. To my knowledge, they never became friends again. But it is important to note that when we try to resolve conflicts, we cannot always mend friendships. What we can try to do is to help people to communicate effectively and respectfully with each other.

*Names have been changed

Good News!

Many friendships become stronger when a conflict has been managed well.
Evaluation Page - Chapter 2

1. Define conflict

2. Describe why it is important to have conflict managing skills

3. List at least three causes of conflict

4. Give at least three suggestions for the management of conflict
Chapter 3
Managing Your Anger

Key Objectives

After finishing this chapter you should be able to:

1. Define ‘anger’
2. Define ‘external triggers’ and ‘internal triggers’
3. Discuss three anger styles.
4. List at least five suggestions for calming anger

People Will Blame Me, the Wife

Tamara says ‘Let me see what you are wearing to go to Jack’s party.’
‘You’re speaking to me as if I am a child,’ says Patrick.
‘Your clothes look untidy,’ says Tamara ‘People will blame me, the wife. They’ll ask how I could allow you to come out of the house looking like that. These clothes make you look as if you don’t belong anywhere.’
‘So what about your whole and entire family?’ asks Patrick ‘They act as if they belong somewhere?’
‘My whole and entire family?’ says Tamara, very surprised.
‘Your father drinks from sun up to sun down,’ says Patrick.
‘What about your father?’ asks Tamara ‘He has any sense? Give him some money to buy a newspaper and see if he don’t run to the betting shop with it.’
The argument goes on and on. Then they start to quarrel about each other’s fathers, mothers, brothers and sisters. They tell each other that they cannot manage money, what each other did in the past, and so on. Their children are listening.

Questions

1. How did this argument start? What words were ‘triggers’, those words which angered the other person?
2. At which stage could this argument be stopped?
3. What effect do you think that this could have on the children?
## Quotations On Anger

“*When a man angers you he controls you*”

– Toni Morrison, author

“*Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy*”

– Aristotle

“*Reckon the days in which you have not been angry. I used to be angry every day; now every other day; then every third and fourth day; and if you miss it so long as thirty days, offer ..thanksgiving to God*”

– Epictetus

## Information Section

### What is Anger?

Anger is an emotion. It can vary from mild annoyance to getting into a temper.

Anger is a normal human emotion. Anger is a natural response to threats. Anger allows us to fight and to defend ourselves when we are attacked. We need a certain amount of anger, therefore, to survive.

We’ve all felt very angry at some time or another. But when anger gets out of control, it can turn harmful. It can be harmful both to the angry person and the people with whom she comes into contact. Anger leads to problems in the home and at work.

### Nobody can ‘make’ you angry

Nobody ‘makes’ you angry. In any situation you have the power to choose and the ability to get in touch with your own feelings and to deal with them without hurting anyone. There is no such thing as bad anger or good anger. There are only choices as to how you deal with anger. You can either reject and harm others or accept and respect others and yourself.

### Getting into a Temper isn’t a Noble Activity

Getting into tempers makes us very unhappy, and can even make us look foolish. I’m normally a ‘temper-free’ person, but once I lost my temper with a small group of people. Whether I thought they deserved it or not is not the point. The point is that I behaved badly. In fact, I became very interested in anger management after that incident.

When we get into tempers frequently we must also examine whether we are making ourselves into victims. When one imagines that one’s problems are always because of someone else’s fault, one takes on the feeling of being a victim.
Things Should Go My Way!

Sometimes we are angry because we learn that anger lets us get our own way. For example, on the playground, the kid who wins the argument is often the one who gets himself into a temper. He learns to intimidate the other kids by his anger. Adults do the same thing.

People who are easily angered have what some psychologists call a low tolerance for frustration. A low tolerance for frustration means that these people feel that things should go their way at all times. They cannot take things in stride and they are very angry when any situation is somehow unjust.

Much anger comes from an unreasonable way of looking at the world. When we feel that everything must go our way at all times, we should picture ourselves as gods who own the streets and the buildings and all the people. This sounds silly, doesn’t it? Maybe if we do this we will realize how unnecessary much of our anger is.

Yes, Kind, Generous People Can Get Very Angry

Kind, generous people can also get very angry. People who have been brought up to be pleasant and respectful may not know how to effectively express any anger that may be burning deep inside of them.

Sometimes people will take great advantage of generous people. It may occur to the generous person sooner or later that the other person is always taking, never giving anything back. Then the generous person may become very angry, feeling that he has been taken advantage of.

Understanding Anger Triggers

We had already discussed ‘trigger’ words in Chapter 1. It is important to notice and think about the things that make us angry. We should think of how to respond in ways that do not raise our blood pressure!

External and Internal Triggers will now be discussed.

External Triggers are what happens to us, something that we see, hear, feel, taste or smell. A common trigger for women is when they come home and see that the children have made a mess of the home. A common trigger for men is seeing that someone has marked their car or their stereo system.

There are other external triggers that are not so obvious. For example, it is common for young men in some inner cities in the Western World to get very angry with other young men from the same communities who take their education seriously. They may mock them, call them names. This is envy at work, though it is masked as something else. Somehow the fact that Tom has bought a new house or car is
The Angry Iceberg

Try this popular anger awareness exercise to identify external and internal triggers.

Suggestion

Draw an iceberg on a piece of paper. Your teacher will teach how to draw the iceberg: the smallest part is above sea level and the biggest part is below sea-level. Label the part above sea level ‘anger’

Think about a situation in which you felt angry

What were the external triggers? Write them above sea-level.

What were the internal triggers? Write them below sea-level.

Three Ways to Deal with Anger

1. AGGRESSIVE. Anger is expressed either physically or emotionally to make sure that someone else is hurt.

   Behaviour choices: hitting, kicking, harassment, using put-downs, threats, murder

   Message to myself: I am going to take my anger out on someone else. I will blame them for my anger.

2. PASSIVE AGGRESSIVE. Anger is bottled up inside.

   Behaviour Choice: Cold shoulder, revenge, and nasty rumours. Since the anger is bottled up, it can eventually blow up.

   Message to Myself: I am afraid to face the other person directly. Therefore I will try and use other ways to show my anger.

3. ASSERTIVE

   Anger is expressed directly in non-threatening ways that do not hurt:
   a) yourself
   b) another person
   c) someone’s property

hard for John, especially if he dislikes or envies Tom. It is no point just being simply ashamed of being envious but doing nothing about it. Envy in fact is a very common emotion, though some people suffer far more from envy than others. Some people use envy as a fuel to get themselves ahead. If you are simply suffering silently, or seeking revenge, then it is time to get help.

Internal Triggers are what messages we give ourselves, the ‘self-talk’ that get us all worked up. Common ones are ‘why does this always have to happen to me’ or ‘as soon as I try, I fall down again’ or ‘the people I went to school are all better off than me, and look where I am? I am such a failure.’ See Chapter 6 in Help for Anxious People a book in this series, for help with dealing with feelings of failure.
When we use the assertive method, we accept the angry feelings and decide to deal with the situation at a better time in the near future. For example, a better time might be talking about the problem after you have cooled down.

Being assertive means that you can be angry and still be respectful of the other person.

The Assertive Person Uses ‘I’ Statements

Learning to talk about how an experience affects us can be a challenge. Using the following ‘I’ statement formula might help you to communicate clearly what’s going on.

I feel _________________ when you _________________ and I need you to _______ I don’t want _______

Which is Aggressive, Passive-Aggressive and Assertive?

Situation: Jim tells a racist or sexist joke

Option 1 ‘What an idiot, go get a life!’

Option 2: Say nothing, but boil inside

Option 3: I really don’t like these kinds of jokes and I wish that you would not tell them around me anymore.

Yes, there is an Option 4! We have told you to choose your battles. You might simply excuse yourself and go somewhere else.

The Benefits of Forgiving

Sometimes we can’t forgive and can even carry a grudge in our hearts for fifty years! Some individuals become angry over big as well as very small issues. This unresolved anger spoils our relationship with our friends and loved ones. It even spoils our relationship with ourselves. We make our own lives unhappy instead of happy and full. You might say: ‘Why should I forgive her when what she did was wrong? But, is forgiveness for only those who are remorseful? When you forgive someone, it does not mean that you agree with their behaviour. To forgive them means that you do not want to carry painful feelings around with you for the rest of your life.

You’re not forgiving a person for their sake. You’re doing it for yourself. You don’t have to invite the person to dinner because you have forgiven him or her.

Patrick*Lost His Temper and His Job

Patrick was a supervisor at a hardware store. He would get into temper tantrums quite frequently. Like many bullies, he was somewhat of a coward. He shouted at the workers who could not shout back at him without being suspended or losing their jobs. He always spoke pleasantly to the boss, and to important customers – in fact, he was very charming to them. One day a customer came in and looked very ‘ordinary’, that is, he was not dressed particularly well nor did he speak like an educated person. The customer was irritable about waiting so long for his goods to be delivered to his car. Patrick blew up at him. What he did not know was that the customer was a half-brother to the Managing Director. Patrick was suspended. The Managing Director did not make things easy for Patrick after that incident, and Patrick eventually decided to leave the job.

*The name has been changed.
However, many of us find it hard to forgive when we or our family members have been harmed by someone. Forgiving takes time. Like grieving, it will take more time for some than for others. Try not to turn your anger against yourself or to harm anyone with your anger. If you find that you’re harming yourself or others, then you will need to go into an effective anger management class or into therapy.

Life Skills Activity

The way we think of course affects how we manage our anger. Suggest statements or philosophies that would be helpful to calm anger.

**LIFE SKILLS CORNER**

Here are some suggestions:

- Accept that most things in the world are out of your control
- Accept that it is your choice to get angry about those things
- No one can force you to be angry
- Life will not give us all the same things. It is no use being bitter about that every day.
- No one likes to be around an angry person. No one feels like helping an angry person
- Ask yourself: do you like being angry. Do you like to complain? If so, take action to help yourself or seek help
- Put yourself in the other person’s shoes
- If you live each day as if it were your last, you will realize that life is too short to be angry over everything

Learn good conflict solving skills
Learn to laugh at yourself and to see humour in situations
Talk it over – we often have problems because we do not communicate well
Do not expect the other person to view things the way you do
Follow up by both of you finding ways to avoid this ever happening again. What would you do if it happened again?
Avoid four letter words, sarcasm, exaggeration and ‘put downs’
Try not to look at things that make you furious but helpless

Our Anger Can Be Caused By Very Real Problems

Much of our anger may be unnecessary. But sometimes our anger is caused by very real problems in our lives. Not all anger is wrong, and sometimes it is a natural response to our problems. If you feel anger, you can choose to use this anger to resolve problems instead of just simply flaring up. For example, various associations against drunk driving have been formed because someone was angry that a relative or friend was harmed or killed by a drunk driver.

Many people also believe that that every problem has a solution, and it adds to our frustration to find out that this isn’t always the case. The best attitude is not to solve the problem immediately, but to think how to face the problem.
Make a plan, and check your progress along the way. Give it your best, but do not get frustrated if you do not find a solution right away. If you have a plan to improve your situation, you will be less likely to lose patience. This is so even if the problem does not get solved right away.

**When You Need Help**

It has already been suggested in this chapter that if you find that your anger is out of control that you will need help. You may need to talk with your pastor, attend an effective anger management course or visit a counselor. You may need a trained counselor, preferably a clinical psychologist, to explore your deeper feelings with you. You may not even be aware of some of the reasons why you are angry. You may think it is because of x reason when something more deep seated is bothering you. Never be ashamed to admit that you need help with your anger. We all need help with our problems sometimes.

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**Calming Down – Breathing Easy**

Simple relaxation tools can help you to calm down angry feelings. One such way is deep breathing. Your teacher will practice deep breathing with you in class.

- Breathe deeply from your diaphragm. If you do not know where your diaphragm is, your teacher will show you.

  Breathe slowly as if you are smelling something really lovely, delightful and peaceful.

- Slowly repeat a calm word or phrase such as ‘relax’ ‘take it easy’ or ‘peace’ Repeat it to yourself while breathing deeply.

  Now stretch your arms over your head as you inhale and bring them back to the sides of your body as you slowly and completely exhale.

See also the book *Help for Anxious People* which describes several relaxation exercises.
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<tr>
<td>1.</td>
<td>Define ‘anger’</td>
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<td>2.</td>
<td>Define ‘external triggers’ and ‘internal triggers’</td>
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<td>3.</td>
<td>Describe three ‘anger styles’</td>
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<td>4.</td>
<td>List at least five suggestions for calming anger</td>
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Martin’s Bad Day

Martin has a bad day at work.

First of all, he greets his boss with a cheerful ‘good morning’ and his boss does not reply. Martin wonders why his boss does not reply. Martin wonders if his boss is thinking of laying him off, and maybe that is why he did not bother to reply. This stays on Martin’s mind all day. How would he cope if he were laid off? How would the family pay its bills?

Martin had meant to look at the telephone bill last night, but fell asleep. He took the telephone bill with him to look at during the lunch hour. He now looks at the bill – it is three times what is normally is! He sees many calls to a town in the country. How many times has he told that daughter of his not to call that boyfriend of hers using his telephone, and increasing his bill. He does not even like the look of the boyfriend.

Martin takes the bus home. The bus is crowded and there is an old lady struggling in front of him. The bus conductor says ‘Step up nuh old man? You really think I have time to stand up here and wait on you all day long?’ Martin thinks how dare that conductor call me an old man! I am only fifty one. And Martin starts to worry ‘am I old? What would I do if I were laid off? Would I get another job?’

He enters his home. His wife says ‘Did you remember to get the butter?’ He replies ‘What butter?’ She says ‘I am so tired! And every single time I ask you to get something, you forget. You must be getting old, man.’

Martin slaps her across her face.
Questions

1. How could Martin have dealt with his day differently?
2. What did the wife say that hurt Martin. Could she have said it any other way?
3. Is it ever right for adults to hit each other? Why or why not?

Information Section - Part 1

What is Domestic Violence?

Domestic violence includes all kinds of physical, sexual, and verbal abuse. Domestic violence usually takes place in the home.

What is Physical, Sexual and Verbal Abuse?

We discussed physical and verbal violence in Chapter 1. We sometimes refer to physical violence and verbal violence as physical abuse and verbal abuse. We’ll refresh our minds about the dangers of physical and verbal violence or abuse. Sexual violence or sexual abuse will also be defined.

Physical Abuse: any abuse where one person harms another person’s body, such as hitting, boxing, kicking and shooting. Physical abuse can also lead to homicide.

Verbal Abuse: abuse that uses curse words directed at another person, or any words that put down another person to hurt that person on purpose. Verbal abuse also includes threats.

Sexual Abuse: any abuse which involves rape, the touching of another person’s body for pleasure when the other person does not want to be touched (by that person).

Who is a Victim of Domestic Violence?

People can be victims of domestic violence regardless of their social group, class, age, or race. The abuse can begin at any time, either in new relationships or after many years spent together.

Physical abuse in the home is usually carried out by men against their women. However, women also sometimes physically abuse men. Children are physically abused by both men and women.

Men, women and children are also victims of verbal abuse in the home. Women and children are normally the victims of sexual abuse in the home.

Domestic Violence Rarely Just ‘Goes Away’ Unless Both Partners Get Help or the Entire Family Gets Help

Some abusers are genuinely sorry after they have done the abuse. The person may promise never to hit again. He really even means it at the time. But when the person’s moods change again, he lacks self control. He may hit his partner or children when he is in a bad mood.

Some abusers offer ‘rewards’ to their partners or children. This can be in the form of gifts or
loving words. The abusers offer these rewards to convince their partners that the abuse won’t happen again. Unfortunately however, the violence usually gets worse.

**Beating is not Love**

Some women think that if their partner beats them, it means that their partners love them. Many such women were also abused in their childhood – either physically or emotionally. Beating someone is never a sign of respect – it is a sign of disrespect. There is no true love without respect.

**Why do People Abuse?**

There is no clear-cut answer to this. We may say for example, that the person who abuses came out of a home where there was bullying. However, we all know people who come out of abusive homes who never physically harm their partners or their children.

Nonetheless, we can note trends where abusive partners are concerned:

- Sometimes the abuser never saw an example of healthy relationships and good communication while growing up.
- The partner of the abuser does not have the level of self-esteem which demands that he always be treated with courtesy and dignity. In other words, the abuser may know that her partner has low self-esteem. She then takes advantage of his low self-esteem.
- The woman believes that her partner had a good reason for being abusive toward her. This again points to low self esteem.
- The abuser’s behaviour is sometimes abusive and is sometimes non-abusive, so that the partner is never sure whether or not she loves him.

**For Reflection**

One may manage all or some kinds of emotional pain by thinking about the pain differently. Reflect on this statement by Anthony Robbins:

_Have you ever felt that no matter what you do you’ll get pain?_ For example, sometimes people feel that if they stay in a relationship they’ll be miserable, but if they leave they’ll be alone – and even more miserable. As a result, they do nothing...and feel miserable!

_Rather than feeling trapped, use your pain as your strongest ally._ Think about what you’ve experienced in the past and the present. Feel the pain... (so) that it gives you the leverage to finally do something (positive) about it. We call this reaching emotional threshold. Instead of passively waiting for this inevitable emotion, why not consciously and actively produce it in a way that motivates you to make your life better, starting today?

Why are We Making such a Big Deal about Verbal Abuse?

Verbal abuse is unpredictable. That means that you never know when it will happen. The partner is shocked by her mate’s sudden sarcasm, angry jab or put down.

Verbal abuse carries a double message:

She tells me that since she loves me, she can tell me anything she wants.

Other Problems with Verbal Abuse

Verbal abuse hurts. Often enough, the other person tries to hurt back, so where does this lead us?

Verbal abuse attacks the nature and abilities of the partner or child. The child or the partner may begin to believe that there is something wrong with her. As Ann, wife, noted:

He was cursing me for being too stupid. Yet he can’t keep a job for more than six months. I am the one who pays all of the bills.

Seeking Help if You are Abused

The most important thing that you can do is to tell someone. For some the decision to seek help is quickly and easily made. For the majority, the process will be long and painful as they try to make the relationship work and stop the violence. The idea of leaving an abusive partner can be scary. Never be afraid of asking for help.

You can find out more from the police, your local magistrates’ court, Citizens Advise Bureau or Women’s Aid Group.

Life Skills Activity - Problem Solving Styles to Use at Home

The last chapter looked at anger management. Now let’s put you in the position of the teacher. If you were teaching the group, how would you suggest that the group manage their anger styles at home?

Objective: to find out how different persons manage anger differently at home
Form yourselves in a semi-circle
Time- 20 minutes

Instructions
Look at the following Anger Styles, and discuss the effects that each anger style could have in the home

Begrudger (holds a grudge; sometimes vengeful)
Destroyer (fights, throws and breaks things)
Blamer (blames others for causing problems)
Problem solver (looks for non-violent solutions)
We Can Stop Violence

Life Skills Corner

I suppose you guessed by now that problem-solving was the best style. Many people use all of the styles - Begrudger, Destroyer, Blamer and Problem Solver.

All of the styles except Problem Solver can be harmful in the home. Why? Because the other styles do not solve the problem, they make the problem worse. A Begrudger, for example, is likely to keep grudges for many years. A Destroyer is far too expensive – can you imagine replacing that broken television that you saved so long to buy? A Blamer hardly ever accepts any blame him or herself for the problem. Can that help to solve the problem?

Whether or not the police use criminal law against a violent person, you can still use the civil law or get protection to allow you to live in safety.

Under the Family Law Act, many victims of domestic violence can apply for court orders against their abusers.

These orders can stop the abuse itself, or in some cases prevent the abusive person from entering the home. Courts can attach a power of arrest so that if the order is not obeyed, the abuser can be taken to court by the police.

Accepting that You Aren’t to Blame

It’s not easy to accept that a loved one can hit you. Because they can’t explain their partner’s behaviour, many people assume that they themselves are to blame. You are not to blame. No one deserves to be beaten. It is the abuser’s behaviour which needs to change.

Information Section - Part 2

Now we will discuss homicide survivors.

Who is a Homicide Survivor?

A person who has lost a loved one due to homicide or murder is usually referred to as a homicide survivor. Homicide Survivors include family members and close friends because they have emotional, personal and intimate ties to the homicide victim. Homicide survivors are also victims of the crime because they have been indirectly harmed by the murder committed. Homicide survivors may also have to cope with the fact that a family member killed another family member.

Be a Good Friend to a Homicide Survivor

It is sometimes difficult to know what kind of help to give a homicide survivor, and the homicide survivor may also need a different kind of assistance from what you are able to give. Nonetheless, an offer of help will most likely be welcomed by the homicide survivor. Why do many want help? A homicide survivor’s reactions in the courtroom may be reported in the media. This means that the survivors are forced to grieve in public instead of in private. They may also feel sad because they:
• have to identify the victim’s body
• have hateful feelings about the killer
• know that another person deliberately caused the death
• know that the media and society may blame the victim
• have loss of security, safety and trust
• have nightmares and images of the loved one being murdered
• are very upset that the person who committed the homicide is also a family member
• fear the person who committed the homicide may never be found or punished

These sad feelings may be long term and they may be worse during holidays or special days in the absence of a loved one.

Why homicide survivors may need support in court:

• It may seem that some people in the courtroom may treat the victim’s death in a callous (cruel) way. For example, testifying doctors, lawyers and journalists may or may not acknowledge that the victim was a human being when they are talking about the crime.

• Homicide survivors will have to see the accused in the courtroom. This can provoke many negative emotions. In addition, the survivors may meet the accused’s family or supporters in the courthouse. If the accused is also a family member, then the family itself may take sides.

• For many homicide survivors, this will be their first experience with the criminal justice system. This means they may be confused and unhappy with the court process. In order to make these experiences less difficult for homicide survivors, people within the court system should assist them. The friends of the homicide survivors should ask the court officers for information.

• A friend during the trial is important so homicide survivors do not have to go to the courthouse alone.

Adapted from: Victims of Violence http://www.victimsofviolence.on.ca/homsur5.html

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<td>2. Give at least three reasons why a person may abuse another</td>
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<td>2. Describe how an abused person should seek help.</td>
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<td>4. Discuss how a victim of violence can be helped</td>
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Chapter 5
We Can Stop Bullying

Key Objectives

After finishing this chapter you should be able to:

1. Define ‘bullying’
2. Explain why bullying hurts
3. Discuss at least two things to do if you are being bullied

Jonathon Was a Bully

Jonathon says:

I was a bully as a boy. They say that most bullies do not come out of loving homes – and I did not. I did not like my father – he was a real bully, I tell you. At school, I used to pick on younger, weaker children. It made me feel powerful. I know now as an adult that it was because I did not feel powerful any other way. I was not good at school work. I was good at sports but I hated the fact that I did not come first in running. I hated many things about myself and I tried to hide it by being boasty.

My teacher knew I was a bully and one day she really gave it to me. She did not beat me but one thing she said that got to me was ‘do you know that bullies are cowards?’ I was angry with her because she had hit upon the truth, at least where I was concerned. I was not only scared of boys bigger than myself, I would not fight anybody even my own size. I would never pick a fight with anyone who had any chance of beating me. I was afraid of pain.

Thank God I grew out of beating people up. I now have a wife and three children. A man is supposed to protect his family, not beat them up. Life is hard enough for them outside without them getting it at home too. We try and make the home a nice place – a refuge. It is also embarrassing also for the neighbours to hear all that kind of thing. There is a family that has some real problems down the street and everybody talks about them. I am sorry for the children, especially.

I always had to give myself excuses why I had to bully. Now I feel in control of myself, like an adult.
What is Bullying?

Bullying can be defined as using any kind of physical strength, words or threats to anyone who is seen as weaker. Bullying:

- Is done by someone with more power or social support to someone with less power or social support
- Often includes the abuser blaming the target (victim) for the abuse
- Often leads to the ‘target’ blaming him or herself for the abuse

Here are some ways that both adults and children have described bullying:

- being called names
- being teased
- being pushed or pulled about
- being hit or attacked
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being ignored and left out of things
- being forced to hand over money, food or possessions
- being attacked because of your colour, race or religion

Bullying Hurts

Bullying hurts, it leaves people feeling hurt, scared and upset. It can make you so worried that you are not able to work or learn properly. Children who are bullied by others at school or by an older sister or brother can feel worthless. Children who are bullied feel that something is wrong with them. Bullies can make children feel that what is happening to them is their fault.

Bullying hurts and keeps on hurting. Most bullying goes unnoticed and unreported. The effects of bullying can last a lifetime.

Bullying can take on many different forms, from physical violence and threats of violence to name calling, sarcasm and teasing. Verbal abuse can be very hard to deal with. Verbal abuse can be more painful than physical bullying because the scars tend not to heal.

Is Bullying Only Done in Schools?

When we say ‘bullying’, many people think of schools. A study carried out in 1994 by Sheffield University (UK) showed that in Britain 10% of primary school children and 4% of secondary school children are bullied once a week. It is also believed that at least 1.2 children a year in Britain alone commit suicide because they are bullied.

But bullying is not only done in schools. Bullying is responsible for 30-50% of all stress related illnesses in the workplace in the Britain. Stress-related illnesses are those illnesses you get when you feel worried or stressed – and these can be almost any kind of illnesses –

Questions

1. Why did Jonathon bully other children as a boy?
2. Can you think of other reasons why people may bully?
from headaches to heart attacks. Stress related illnesses can cost employers 80 million working days and up to 2 billion in lost revenue every year. Stress related illnesses also result in low morale at work.

Bullying forms a large part of abuse in the home. Bullying can lead to violence. Bullying in the home, or domestic violence, is common: 53% of all adults in Britain are verbally abused by their partners and 15% are physically bullied.

Bullying can make you feel trapped, turning your home (which should be a refuge) into a prison. Both men and women suffer from bullying.

**Why Do People Bully?**

People bully for many reasons. For example, they may feel upset or angry that they don’t fit in. Perhaps they themselves have problems at home. Perhaps they are in fact themselves being bullied. They may be scared of getting picked on so they tend to do it first. They may just want to show off and seem tough, and find that they can get away with it. Some people don’t like themselves so for this reason they need to take their self-dislike out on others. None of this makes bullying right. There is no excuse for bullying.

**How Do You Know if Someone is Being Bullied?**

The person may have any one or more of the signs given below. However, please remember that a person may have these signs but it is not because they are being bullied. They may have another problem.

Possible Signs:
- a change in behaviour, such as no longer doing homework
- becoming withdrawn (he is not as outgoing as usual)
- looking sad or low
- mood swings
- unexplained fear
- she is happy at the weekend and not during the week when she has to go to school or work
- he has stomach aches or headaches.
- bruising that she cannot explain properly
- many lies from a child who used to be honest

**How to Speak to a Person who has been Bullied**

It is very important to know how to begin a subject on bullying. Don’t question the person who has been bullied so much that he or she feels uncomfortable. Be gentle with him. Give him the choice to talk about it when he feels comfortable about talking about the problem. Remember not to let him feel that he has done something wrong.

Let the person know all the time that you are here for them. Let her know that you are willing to talk at any time that she wants to talk. When she starts to talk – listen carefully to what she has to say. It is better for her to let it all out and talk about it instead of bottling it all up inside.

If you are speaking to a child, do not dismiss the bullying as just ‘part of growing up’ or ‘boy, it is just life you know and life is hard.’ No one should have to put up with bullying. Keep an eye on the victim. If they threaten suicide or self-harm take this very seriously and obtain professional help and advice immediately.

Do not deny the bullying by saying ‘I’m sure he didn’t mean to hurt you,’ or say ‘Sticks and stones may break my bones, but words will never harm me.’ We all remember times when words harmed us.
Is bullying a problem in your child's school? Take Action! Ask your Parents Teachers Association to consider tackling the serious issue of bullying. There are now many educational programmes on bullying for teachers and children.

Do not tell the victim to solve the problem ‘Just make sure you’re never alone with him’ ‘say no’ or ‘pretend it doesn’t bother you.’

If you feel that you are not skilled to do this talk, ask a confidential person – such as a counselor or minister – to talk to the victim.

**What to Do if You are Being Bullied:**

If you are being bullied:

You should not try to deal with the problem on your own. Talk to someone you can trust, a teacher, parent, older friend, relative, supervisor or Personnel Manager. If you lack the confidence to go alone, ask a friend to go with you. Remember that keeping bullying a secret is exactly what the bully wants you to do.

Be persistent. If the first person you talk to ignores you don’t give up, speak to someone else.

Note everything the bullies have done and said to you. Write only the truth, and try not to exaggerate. If you are caught in a lie or exaggeration, the rest of your story might not be believed. You may also write down how you feel.

Don’t use physical violence on the bully, as you may end up being accused of wrongdoing yourself.

Don’t believe the bad things that the bully tells about you. The bully is trying to hurt you.

**People who Bully tend to deny their Bullying**

Bullies tend to either deny their behaviour or see it as justified. As we watch bullies in an educational discussion of bullying we see one of two reactions:

Boredom (man, this is stupid)

Anger and rage directed at others, not realizing that the talk is about them. They may say, for example, ‘I can’t believe bullies do that.’

**Help for People who Bully**

Remember that people who bully often come from homes where there is little love and warmth at home.

Formal Counseling and education will help. Many adult bullies will need to be counseled.

**Bullies need to learn to:**

Acknowledge their own actions
Acknowledgment the results of their behaviour on themselves
Develop shame (I broke a rule and got in trouble. I don’t want to go through that again)
Change their actions to stay out of trouble
Find other ways to get their needs met
Acknowledgment the results of their behaviour on others
Lynn Hambrick, a teacher, shares some anti-bullying techniques that have worked for her over the years:

- Engage students in discussions about the differences in people
- Have children help each other with their school work. Kids aren’t likely to bully children they help and get to know
- Give kids a structured, consistent environment. If you do what you say you’re going to do, children learn to respect your word.

**The ‘Silent Majority’ Also Needs Help**

Help is also needed for the ‘silent majority’ those who do nothing while the bully is victimizing another person. The silent majority is also affected by what they see, and by the fact that they do nothing. If the majority showed the bully quite clearly that the bullying would not be tolerated, the bullying would stop.

Too many people resort to yelling or shouting. I remember when a manager told me that there was no way he could get the men to move unless he shouted at them. ‘All these men understand are four-letter words,’ he said ‘That is the only reason they move.’

I said ‘No, they can understand reason.’

A couple of years passed and another manager was appointed. He never shouted at the men – when they did something wrong, he reasoned with them. The men worked harder and better for him than the other manager.

Do you think that rape and gun violence are acts of bullying?

Well, rape and gun violence fall under the category of ‘bullying’. Men, take a woman’s no as really NO, even if you have doubts. Women, try not to give men double messages. When you say NO, say the word clearly and firmly.

Gun violence is also bullying. Some people think it is brave to hold a gun. But is it in fact cowardly? Do you know that many gunmen are docile and scared without a gun?
Life Skills Activity - Adult Bullying

Objective: to show that reason can take the place of bullying

Remind yourselves of the suggestions for managing conflicts in chapter 2, and of the aggressive, passive-aggressive and assertive methods of dealing with anger in Chapter 3.

The Situation

Another man slow-dances with Patrick’s lady friend, Lily, at the club. Lily and the man look as if they are thoroughly enjoying themselves. Patrick feels jealous.

Two or three persons will role play how Patrick should deal with the situation.

LIFE SKILLS CORNER

Let’s look at the situation. Was Patrick boiling when he saw another man slow-dancing with Lily? Did he feel that Lily was disrespecting him? Did he feel that others looking on felt sorry for him? Can he still manage to be a good conflict manager and to be assertive in this particular situation? Yes. People keep their cool in situations that bother them all the time.

It’s best if Patrick waits until he is no longer very angry to speak with Lily. This is so that he’s not tempted to say or do things he may later regret. Patrick might say to Lily ‘You know, I felt bad when you danced with the man like that.’ Lily may be sorry that she slow-danced with the other man. Maybe she did not see it as a big thing and did not understand that the dance would bother Patrick. Patrick and Lily need to have a heart to heart talk with each other.

Patrick may decide to stay with Lily or leave her. The thing is – physical violence or verbal violence is not necessary. Bullying is not acceptable under any circumstances.
Bullying is now on the social agenda in the Netherlands. There is not a school in the country where the problem of bullying is not discussed. A number of schools have put on musicals that deal with bullying. The programme targets parents, teachers, bullies, the bullied, and the ‘silent majority’ who just watch the bullying. Each week requests are received from pupils asking for material on bullying for school projects.

What are some of the reasons why the campaign is such a great success?

- Everybody can relate to the subject
- All parties in schools were involved in the campaign from the very beginning and this created a great deal of support
- The attention of the media was attracted in a big way
- The campaign is not short term, but will run for several years.
- New products with which to reach the schools and the media are constantly being developed
- In the materials they were offered, and particularly in the approach to bullying, all parties recognized something that was to their own advantage.

Our method of working is available to other countries. You are invited to learn about our project, or take the initiative yourself to form a National Education Protocol against Bullying in your own country. Look at website www.gold.ac.uk/euconf/keynotes/limpter.html
Keisha talks with her Mother

‘Mummy, Miss Thomas talked to us about violence today,’ says Keisha
‘Did she?’ asked Myrtle, her mother ‘I would love to hear what she said.’
‘She said that violence has a cycle,’ said Keisha ‘She says that people who are physically abused as children also tend to physically abuse their own children.’
‘Yes, but remember that it is not always so,’ said Myrtle ‘For example, I was beaten quite a bit when I was a child but I don’t beat you up or anything like that.’
‘You are a wonderful mother,’ said Keisha ‘Even though you can get miserable sometimes. But I have never heard you call me stupid, or I’ll never make it or any of the other things I hear parents tell their children sometimes.’
‘Thanks,’ says Myrtle ‘I don’t want you to believe any of those things about yourself. I want you to head on in life and have a good one.’
‘Miss says all violence is wrong,’ says Keisha ‘We must not kick the cat, that is an animal that has feelings. We must be aware of what is going around us. All of us want to live in peace. That is what it means to be civilized. We must all set an example. Children learn what they see.’
‘All parents must learn how to deal with their own frustrations instead of taking them out on children,’ says Myrtle ‘Sometimes you say something to a child or a friend and when they are ninety they have not forgotten it. We must all learn how to respond when we are annoyed. Did you teacher teach you that?’
‘Yes she did,’ said Keisha ‘I took notes. Would you like to read them?’
‘And I would also like to discuss them with you,’ said Myrtle.

Discussion

Discuss why this conversation between mother and daughter was helpful to both of them.
**Information Section**

**Why Good Parenting is Important**

Good parenting skills are important to bring up a happy, healthy child. You may say but my parent did not go to school to be a parent – why should I? Well, some people are naturally good parents – but most parents need to be taught how to be good parents. In these days when there are problems like HIV/AIDS and drug abuse and crime, good parenting becomes very important indeed.

- a close, trusting bond with a nurturing (caring) adult outside the family
- support from the mother or mother figure
- the ability to feel good by having hobbies and useful work
- the sense that one is in control of one’s life and can cope with whatever happens.

**Good Parenting Helps a Child to Be Resilient**

Yes, good parenting does help a child to be resilient. But what does resilient mean? In this case, it means being strong and non-violent even when bad things are happening around you.

Some children show a resilience almost from birth. This resilience protects them from becoming violent or makes them less likely to be a victim of bullies. Research suggests that resilience can also come from positive (good) early experiences. Some of these experiences are:

- having positive (good) role models
- exposure to a greater number of positive than negative (bad) behaviours
- development of good self-worth (feeling that you are worthy)
- good relationships with teachers and friends
- sense of hope about the future
- belief in oneself

**Teach Your Child Confidence**

Every parent should teach his child confidence. Children respond to appreciation. They are born good. Every child has talents and interests. As a parent, your job is to give your child the attention he or she needs. Notice what the child likes, whether it is music, dancing, running, bright colours, quiet times, sports and so on. Encourage the child’s interests, even if they are not your own interests. This will help the child to be happy.

Here are some ways to express appreciation. Can you think of more?

- What a beautiful picture
- Tell me about the book you like best
- It looks like you took extra time to make that
- Do you need some extra time to finish that?
- I really appreciated your being quiet and waiting until I finished talking

**Why is talking about Violence to My Child Important?**

There are at least three reasons why you should talk to your child about violence:
1. Talking about violence helps the child to identify violent behaviour.

2. Talking about violence helps the child to learn how to deal with violence.

3. Talking about violence helps the child learn how to treat others.

So talking to your child is very important. Children will not learn good values unless their parents talk to them about it. Sometimes children can understand your values just by living with you – but sometimes they do not understand what they see. So tell your child what is important to you. You should also listen to your child to hear what they are thinking and feeling. Remember – good conversation is a two way activity.

**Whose Job Is It?**

Teachers tend to feel that it is the job of the parents to talk to children about violence and many parents feel it is the teacher’s job. Actually, the parent has the biggest responsibility for the child – after all, it is the parent who brought the child into the world. Every parent has the responsibility to ensure that their child becomes a good citizen in the community, and not endanger the community.

Teachers must also help to teach children about violence. Teachers are very good role models for children.

What if both parents and teachers do nothing? Sometimes children say they learn by watching the television. That is certainly not a good way for them to learn.

We must do what we can to reduce violence in our society. Everyone who comes into contact with a child can help a child not to be violent.

It is everybody’s job to make sure that we educate our children and that we live in a peaceful world.

**Teaching a Young Child about Violence**

- Your child will have greater chances not to be hurt by others if:

- He believes in himself. Tell your child not to believe the bad things others say just because they say it. Your child is special. Make him aware of that.

- She needs to learn that her posture makes a difference. The child that stoops and hangs his head will be picked on over the child that stands proud and maintains eye contact. Teach the child to walk with confidence and proudly hold their head up.

- Teach your child that he should come to you if someone threatens to harm him. If you are unavailable, then he must go to a teacher or other trusted adult. The longer that bullying goes on, the harder it is for the victim to stop it. Tell your child that it is not wrong to ‘tell on’ a bully.

- Teach your child never to be ashamed to tell you anything.

- Teach your young child not to talk to strangers.

- Teach your child not to accept rides from strangers.

- Teach your child that adults do not want help from children. When an adult asks children to search for a keys or a puppy, teach your child to say no and leave quickly.

- Teach your child not to accept sweets.
and goodies from strangers.

- Teach your child to talk to you when they are afraid of someone or something.

If we do not help to stop violence, someone may kill us, or someone we care for. Every single citizen should do something, however small, to help control violence.

### LIFE SKILLS ACTIVITY

**A man in rage**

Violence toward children is a serious problem in many countries in the Caribbean. Let’s look at how violence is a vicious cycle. We have already discussed domestic violence in Chapter 4: much violence toward children is domestic violence. Interestingly, many parents have been able to bring up healthy happy children without ever raising a hand to them, and certainly without verbally abusing them. But it is not only a matter of treating our own children well, it is a matter of treating other people’s children with respect.

Let’s look at this case. A man feels a rage inside of him. Maybe he is angry at his boss. He can’t take it out on his boss so what does he do? He takes it out on someone weaker than himself. He drives his car and a little boy begs him for some money. He yells and curses at the boy for over five minutes.

1. What is this man doing that is harmful?
2. How does he feel?
3. What do you think might be the impact on the boy?

### LIFE SKILLS CORNER

That man did a very wrong thing.

What is he really saying?

He could just as well be shouting out ‘I am angry with my boss and I don’t know what to do. So I am taking it out on you, a little boy, because you are so small and poor and cannot do anything to me in return. I am that out of control.’

What about using ‘curse words’ to the child?

That child was a victim of verbal violence.

No adult should use curse words to a child. There is absolutely no good reason for abusing a child on the road, because the child is begging. This is not to say that begging is right: what was done to the child was far worse. What could the impact of such incidents have on the child?
An Example of How to Talk to Your Young Child About Violence

The Story about Brothers and Sisters

This story gives you an opportunity to discuss anger with your child.

A girl is playing and drops and breaks her older brother’s radio. The brother is angry and raises his hand as if he is going to hit her.

Ask these questions of your child

What is the brother saying?
What is the sister saying?
What is the brother thinking?
What is the sister thinking?

Now that your child has completed this scenario, ask the following questions:

Is this an example of violence?
Is breaking the radio an act of violence?
What can the brother do to express his anger that doesn’t involve hitting?

Discuss these questions with your child as a way of sharing your values about behaviour.

Ask your child: What can someone do, aside from hitting, when a person makes him angry?

Child Response 1: That’s the only way to make a point sometimes

Parent: Hitting is only one way. What are other ways?

Child Response 2: Scream at her

Parent: Screaming is better than hitting. Talking is better than screaming. When a person calms down people usually can talk more reasonably

Child Response 3: I don’t know

Parent: Let’s talk about anger and how we can express it.

Communicating Limits to Your Child

Good communication includes communicating limits to your child. Children feel safe and cared for when parents set limits for them. When they become adults, they set their own limits. They are best able to do this when they learn how during their childhood.

You can set limits for your child while not abusing them in any way. For instance, it is natural for children to want to stay up past bedtime or to want things they can’t have, but there are limits to their endurance and to the number and kinds of possessions they can have. You as the parent, should encourage them to realize this. For example.

I hear you. You want to stay up, but now it’s bedtime for five-year-olds.

I can see that you want to watch that on TV, but that’s not a children’s show. Let’s choose something else.

That’s not okay.

When you’re screaming, I can’t hear you. Let me hear your words.

Let’s talk about it.

No, I’m not buying any toys today.

I’d like you to have that too, but I don’t have the money for it.

When children verbally abuse, you may say

That kind of talk is not okay.

I don’t want to hear that kind of talk from you.

That’s enough of that.

When they didn’t help, you may say

When you left dirty dishes on the kitchen counter, I was annoyed.

When you didn’t help clean the garage yesterday, I was angry.

Don’t exaggerate, and be careful of the words ‘always’ and ‘never’. For example, before saying ‘you always come late to our family meetings,’ think about whether that person really has not been on time even once.

Please remember that this is not a judgment about the person. It describes how a person felt when a particular event occurred.

Learning about Parenting in These Tough Times can really help you to bring up a happy, healthy and successful child. Have you ever thought of getting a person to speak about good parenting in your community?

**Useful Questions to Ask Children who Bully their Sisters and Brothers**

Most children will bully their younger brothers and sisters at some point in their life. You might like to ask these questions:

- What did you do?
- Why was that a bad thing to do?
- Who did you hurt?
- What were you trying to accomplish?
- Next time you have that goal, how will you meet it without hurting anybody?

What did you do?
Why was that a bad thing to do?
Who did you hurt?
What were you trying to accomplish?
Next time you have that goal, how will you meet it without hurting anybody?

**Yes, Parents Can and Should Apologize to their Children**

Parents are human too and sometimes they do things to their children they know are wrong and that they regret. If you do, say you are sorry. This will also help to teach the child to say sorry as well when he or she is wrong, and not to defend wrong actions.

**Watching Violent Television is Not Good for Children**

Do not allow your child, especially your young child, to watch violent shows on television. Three major studies in the United States have found that the watching of many violent shows is one of the greatest causes of violence:

- The National Institute of Mental Health Ten-Year Follow-Up (1982)

For those moms and dads out there who expect their boys to discipline themselves, I can only say ‘lota luck’. Self discipline is a worthwhile goal, but it rarely develops by itself. It must be taught. As for some parents’ wish for independent thinkers and hard workers, that’s another pipe dream. The adults who were questioned seemed to hope that their kids would do great things without much parental involvement. That is like saying to a child ‘You can do it yourself, kid. Don’t bother me.’ If it were that easy, dedicated mothers and fathers wouldn’t be labouring at night to help their children finish their homework or teach them principles of character and values. ..

Boys need structure, they need supervision, and they need to be civilized. When raised in a laissez-faire (anything-goes) kind of home where the parent is not a leader, boys begin to challenge social conventions and common sense.

Television violence does not of course have harmful effects on all viewers. Not everybody who watches violence is going to go out and kill. But for so many others it is very harmful. Why is this so? Here are some reasons:

- It desensitizes the viewer to violence. Remember what desensitized means? That means that they see so much violence that the violence no longer makes them feel upset. This causes a harder attitude towards others, even towards those people in distress.

- It encourages many viewers to become violent

- Sexual violence in X and R-rated videotapes widely available to teenagers have also been shown to cause greater violence toward females.

putting someone else in pain is not the way to deal with your own pain.

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Your Evaluation Page

1. Discuss why good parenting is important
2. List at least three ways to teach a child confidence
3. Give at least two reasons why discussing violence with a child is important
4. Give three examples of setting limits to your child in a non-abusive way
Prerequisites

Before you teach your group about violence, you should know more than your students – and more than what is contained in this book! Therefore your qualifications and experience will be very important.

Your Qualifications/Experience

You should have taught adults successfully for more than two years.

You should be a trained counselor

You should have a degree or diploma in Training Principles and Practices, or other similar course, which has covered Programme Planning and Programme Delivery.

Remember that when teaching adults you should.....

1. Establish a comfortable atmosphere with minimal distractions
2. Speak slowly and clearly and avoid technical terms
3. Make instruction relevant to the learner by using examples specific to the experience
4. Praise the individual’s/group’s progress toward the learning goal
5. Provide feedback to the learner to encourage self-evaluation
6. Remember that the teaching and learning process is the mutual responsibility of the instructor and learner
7. Speak to each and every adult with respect.

Some of the material contained in this book is very sensitive. Do not force anyone to take part in any activity which they find very embarrassing.

Chapter Organization

You will notice that each chapter is divided into six sections. These sections are:

1. Objectives
Planning Your Time

The chapters can last either 2 or 3 hours. The time to be devoted to each chapter will depend on the time that you have available and the group’s level of understanding. Here are some suggestions before you make your chapter plan.

Objectives

If you want to include an ice-breaking exercise for Chapter 1, make it no more than 10 minutes.

Briefly introduce the topic to the learners. Explain why the topic is important. For example, you could say: *we all know that violence is a big problem in some Caribbean countries. Do you know that almost all of the violence could be avoided? It is the job of all of us to help to stop violence. We want to live in a peaceful society – and we want our children to live in a peaceful society.*

Another example is: *we’re going to talk about anger now. All of us get angry sometimes. Most if us do and say things when we are angry that we’re ashamed of afterwards. The thing is how to manage anger instead of anger managing us. And we can all do it.*

Before each chapter, encourage your learners to ask questions. Inform them that if you do not know the answer, you will research the question, and get back to them another time.

Then read the objectives aloud to the students, and explain the objectives. You will observe that there is more material in each chapter than that which covers the objectives. That is to ensure that a few key points are remembered very well. However, you may of course elect to develop some of your own objectives.

This exercise should take no more than 15 minutes.

Time: 10 – 15 minutes

Story

You will note that much of the conversation in the stories is not in Standard English. This is to make the discussion in the story more realistic to the learners, since relatively few persons in the Caribbean always converse using Standard English.
Then you may do the following:

1. Read the story out loud for everyone (5 minutes)
2. Ask the learners to be actors so that the story can be dramatized (10 minutes)
3. Ask the learners to answer the questions given for the story (10-15 minutes)
4. Explain that many of the conversations are not in Standard English

Time: 30 minutes

**OPTIONAL** - Ask the group to share similar experiences

If you include the OPTIONAL Section, this exercise will take 40 minutes.

**Information Section**

1. Go through the information section step by step. Ask questions after each section to assure learner understanding.
2. Also ask the learners to share what they know about the particular topic.

Time: 1 hour to 1 hour 10 minutes, depending on the group’s level of understanding

**Life Skills Activities and Corners**

**Life Skills Activities**

You will note that the lifeskills activities are not included in the chapter objectives. This is because the students would require special and often individual tutorials in order to be competent in the lifeskills activities described in this workbook. The lifeskills activities are only meant to give the basics of the particular lifeskill.

All lifeskills activities will take twenty minutes to half an hour. Ensure that at least five persons get the opportunity to participate in each lifeskills activity. Ensure that each member of the group gets the opportunity to perform the role play in one of the lifeskills activities.

Special materials are only required for Chapter 1. For Chapter 1, you should obtain a plastic or wooden object in the shape of a penis so that the learners can practice putting a condom properly on the object.

After the lifeskills activity, ask the group to share with you and each other what they have learned.

Time: 20 to 30 minutes
Life Skills Corner

This section gives guidelines to the Lifeskills activity. However, it is not designed to cover all of the possible answers.

Time: 10 to 20 minutes

Evaluation Section

Ask the learners to get into groups of three to perform this exercise. Then read the objectives of the chapter to them. Ask them if the objectives were achieved. If they feel that they have not achieved all of the objectives, go over any point that they wish to discuss.

Time: 10-15 minutes

At the end of the programme you should ask the learners:

1. How would you describe the length of the course?
   - Too slow
   - About right
   - Too long

2. How clear and understandable was the teaching?
   - Very clear and understandable
   - Clear and understandable
   - Not clear and understandable

3. How useful was the course in helping you learn about HIV/AIDS?
   - Very useful
   - Useful
   - Not useful

4. How useful was the course in helping you learn about drug prevention?
   - Very useful
   - Useful
   - Not useful
5. How enjoyable was the course?

- Very enjoyable
- Enjoyable
- Not enjoyable

Tabulate the students’ answers and return.

Planning Your Time – A Recap

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*Remember this is serious stuff but also put a little fun in it. Learning can be fun!*
<table>
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<th>Internet References</th>
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