

LIVING SKILLS

Personal Growth

INTERPERSONAL SKILLS

FACILITATOR GUIDE



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SPEAKING POINTS: Whenever you see this icon in this guide, it means that the corresponding bolded text is meant to be spoken aloud to participants.



HANDOUTS: Whenever you see this icon in this guide, there is a copy of the handout at the end of the session. The number on the icon corresponds to the handout number.



INTRODUCTION TO THE LIVING SKILLS PROGRAM

What Is the Living Skills Program?

The Living Skills program is designed to provide basic education and application of key living skills that all people need to live healthy lives. Personal growth skills focus on those internal skills that shape how one responds to the world, such as values and responsibilities, decision making, etc. Practical guidance skills focus on those external skills that help people live fulfilling lives, such as education, money management, etc. For many participants, this may be the first time they have ever learned these living skills.

Using best practices in the field, the exercises, discussions, and role plays in the Living Skills program address the underlying emotional, behavioral, and cognitive barriers that might otherwise prevent continued progress toward a healthy and fulfilling life.

What Are the Components of the Program?

Facilitator Guides

The information and exercises in the facilitator guides introduce topics to learners who may be unfamiliar with basic living skills. The exercises help learners begin to apply the concepts to their lives. The guides are designed to be used in conjunction with the corresponding workbooks and videos in the Living Skills program. The read-aloud sections, role plays, and other exercises with group discussions found in these guides are designed to be conducted in a group setting, but could be adapted for individual use.

Videos

The videos are meant to complement the facilitator guides and include interviews with subject matter experts, offering practical information to motivate viewers to change their behaviors. By teaching knowledge and demonstrating skills, these videos help learners begin to see how acquiring these skills can change their lives.

Workbooks

The exercises and information found in the workbooks help individual participants revisit what they learned during the facilitated sessions, while also diving deeper to apply the concepts to their own lives. The learners complete the workbook on their own, either in session or as take-home work.

What Topics Are Covered in This Program?

The *Personal Growth* component of Living Skills covers the internal skills needed to be a positive and productive member of a community. Topics include Values and Responsibilities, Interpersonal Skills, Refusal Skills, Making Decisions, Setting and Attaining Goals, and Parenting and Child Development.

The *Practical Guidance* component of Living Skills provides information on the day-to-day external skills needed to live a healthy life. Topics include Hygiene and Self-Care, Sexual Health, Managing Money, Education, Looking for Work, and Securing Housing.

Each topic includes a four-session facilitator guide with reproducible handouts, a workbook, and four videos (one for each session) that provide more in-depth information and show each skill in action.

Who Is the Intended Audience?

The Living Skills program is designed for use with a wide variety of audiences, including but not limited to adults in recovery, correctional settings, or mental health settings. This program provides tools to help participants live healthy, fulfilling lives.

How Could These Resources Be Used in a Group Setting?

For each topic, the facilitator can use the facilitator guide and video for delivery of material with the workbook to be completed at home. The facilitator guide, handouts from the facilitator guide, and participant workbook are downloadable from the online subscription page.

A group setting helps participants become more comfortable with the dynamics of group interaction, while also providing opportunities for peer support.

How Could These Resources Be Used in an Individual Setting?

For each topic, the facilitator can use the facilitator guide and video for one-on-one delivery of material with the workbook to be completed at home. If there is time, the facilitator could talk through the participant's responses in the workbook at the next individual session. Each facilitator guide contains the handouts for that topic, and participant workbooks are downloadable from the online subscription page.



AN OVERVIEW OF INTERPERSONAL SKILLS

What Are the Key Topics Covered in Interpersonal Skills?

Having effective interpersonal skills is essential in developing a healthy life. Like any other acquired skill, interpersonal skills become easier with practice. This topic is divided into four sessions:

SESSION 1 defines interpersonal skills, discusses basic communication skills, and explores the difference between positive and negative communication.

SESSION 2 identifies a range of emotions and explores healthy ways to express emotions, especially anger.

SESSION 3 introduces the concept that conflict is normal and describes a positive conflict resolution process.

SESSION 4 defines a healthy relationship and discusses how to build and maintain healthy relationships.

Why Are Interpersonal Skills So Important?

Human beings are hardwired to be interdependent. Humans are members of a tribe and need others in order to flourish. Like food and water and sunshine, relationships with other people—from family to friends to coworkers—are essential to life. Interpersonal skills enable people to develop and maintain these relationships in healthy ways, ways that will contribute to a satisfying and productive life.



SCOPE AND SEQUENCE

SESSIONS	LEARNER OUTCOMES
Session 1. Introduction to Interpersonal Skills	<ul style="list-style-type: none">• Define interpersonal skills.• Describe both positive and negative communication skills (including verbal and nonverbal cues).• Apply positive communication skills to a real-life, personal situation.
Session 2. Managing Emotions	<ul style="list-style-type: none">• Identify a range of emotions.• Describe healthy ways to express emotions, especially anger.• Apply those healthy ways of expressing emotions in their own life.
Session 3. Conflict Resolution	<ul style="list-style-type: none">• Identify a conflict participants have been in and how it made them feel.• Explain a positive conflict resolution process.• Apply this positive conflict resolution process in their lives.
Session 4. Building and Maintaining Relationships	<ul style="list-style-type: none">• Define the qualities of a healthy relationship.• Describe some of the skills needed to build healthy relationships.• Apply those healthy relationship skills in their lives.



SESSION 1.

Introduction to Interpersonal Skills

Goal

The goal of this session is to define interpersonal skills, discuss basic communication skills, and explore the difference between positive and negative communication.

Learner Outcomes

- Define interpersonal skills.
- Describe both positive and negative communication skills (including verbal and nonverbal cues)
- Apply positive communication skills to a real-life, personal situation.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Interpersonal Skills session 1 video segment
- computer monitor or some way to display the video segment
- Positive and Negative Communication Scenarios handout, found on page 11 of this guide
- scissors
- paper clips
- Scenario Discussion Sheet handout, found on page 19 of this guide
- pens or pencils

Preparation Needed

1. Preview the video segment so you are familiar with the information that is covered.
2. Photocopy the Positive and Negative Communication Scenarios handout. Cut out each scenario. Paper clip one positive scenario together with its matching negative scenario.

3. Photocopy the Scenario Discussion Sheet handout (one copy per small group of two to three people).

SESSION OUTLINE

Getting Started (7 minutes)



1. Introduce the session by saying: **Interpersonal skills are the skills we use every day to get along with others. For our relationships to thrive, we need to develop good interpersonal skills. They are the skills we rely on as we make first impressions on others, as we get to know them, and as they get to know us better. They are the skills we use to manage intense feelings—from great excitement to fierce anger—so the feelings can contribute positively to our relationships instead of sabotaging them. They are the skills we use when we avoid an argument or resolve an argument, and when we connect with others. We use them every day of our lives—in our work, in our homes, and in our play.**

In this session, we will learn about one of the primary interpersonal skills—communication. Communication is talking, but it’s also much more than that. It’s how you talk, the words you choose, the way your expressions reinforce what you say. It’s also about how you listen. There are many ways to ensure your communication is positive.



2. Ask: **Can any of you give some examples of positive communication?** Write people’s answers on the whiteboard or flipchart paper.

NOTE: *Examples may include:*

- Telling your roommate how much you appreciate his doing the dishes for you
 - Telling your child how pleased you are that she finished her homework on time
 - Asking in a clear and respectful way if your neighbor could please turn down his music late at night
 - Giving your friend a hug
3. Tell participants that they will now watch a short video about communication skills and you will discuss the video afterward.

Playing the Video (7 minutes)

Make sure everyone can see and hear the Interpersonal Skills session 1 video segment. Stay in the room while the video segment is being played.

Discussing the Video (13 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **Why do communication skills matter? What is the difference between verbal and nonverbal communication?**
- **Can you think of times when poor communication has had a negative consequence in your life or someone else's life?**
- **Why is respect so important to positive communication?**
- **What can someone do to be a better listener?**

***Going Deeper (20 minutes)***

1. Ask participants to divide into small groups of two to three people and give each group one set of the matching positive and negative scenarios. Also give each group a copy of the Scenario Discussion Sheet handout and a pen or pencil. Ask one person in each group to be the recorder and one person to be the reporter.
2. Ask each group to go through the steps outlined on the Scenario Discussion Sheet. The recorder should write down the group's answers on the sheet.
3. Give each group about five to seven minutes to talk about the scenarios and fill in answers on the discussion sheet. Then ask each group's reporter to briefly share that group's scenarios and report on the group's discussion to the larger group.



NOTE: *Suggestions for nonverbal communication in the positive scenarios might include smiling, nodding, facing the other person, making eye contact, or giving a friendly wave.*

Suggestions for body language to accompany the negative scenarios might include frowns, hitting things, putting your hands on your hips, turning your back on a person, slamming your fist, throwing things, or rolling your eyes.

Wrapping It Up (3 minutes)

1. Explain: **We can all develop more positive communication skills, both verbal and nonverbal.** Ask participants to share one thing they could do to become a better communicator.



CHALLENGE

Challenge participants to take a situation that they find difficult and begin to practice using positive communication techniques.

HANDOUT 1:
POSITIVE AND NEGATIVE COMMUNICATION SCENARIOS

Photocopy each page and cut out the scenarios.

Using a paper clip, attach positive scenario 1 with negative scenario 1, and so on.

POSITIVE COMMUNICATION SCENARIOS



SCENARIO 1: Jason worked late, and when he got home, he gave a tired sigh and plopped down in a chair. He said, “I’m starving, but I’m too tired to cook.” His roommate smiled and offered, “Hey, I made pasta for dinner, and I made enough for you. I’ll even do you the favor of warming it up for you, buddy.” Jason said, “Thank you, man. That’s great.”

SCENARIO 2: Abdul’s front lawn needed mowing. It was late on a Saturday afternoon, and his neighbor had guests over in his backyard. Abdul gave a friendly wave to his neighbor and asked him, “I’d like to mow my front lawn. Will it be too noisy for you back here if I do it now?” His neighbor waved back, smiled, and said, “Thanks for asking. No, it won’t bother us back here. Go ahead.”

SCENARIO 3: Kahlia’s four-year-old, Thao, came into the kitchen while Kahlia was making dinner. Thao was whining that he was hungry and kicked the refrigerator door. Kahlia knelt in front of him, held his hand gently, and said, “Thao, it isn’t okay for you to kick things, even when you’re angry. How about this? Will you please push that stool over to the counter? You can help me make dinner.”

SCENARIO 4: John’s coworker, Heidi, was late getting an assignment done, and it was holding John up. He looked over at her desk and noticed that she was reading a novel. He walked over to her, sat down so he could look her in the eyes, and said, “Heidi, I have a deadline I have to meet, but I can’t continue my work until you get your piece to me. I’d sure appreciate it if you could get it to me as soon as possible.”

HANDOUT 1:
POSITIVE AND NEGATIVE COMMUNICATION (CONTINUED)

POSITIVE COMMUNICATION SCENARIOS



SCENARIO 5: Pablo was waiting in line at the grocery store. He turned quickly to look at something and knocked a carton of eggs off the cart of the person behind him in line. Pablo frowned and apologized. “I’m really sorry. I’ll go pick up another carton for you.”

SCENARIO 6: Rosa picked up her husband from his evening shift at work. He opened the passenger door and slid in, giving her a hug and saying, “Thank you, love. I so appreciate your coming to get me. You look beautiful tonight!”

SCENARIO 7: Greg was driving faster than the speed limit. He didn’t think that area was very well patrolled and he was pretty safe. A few minutes later, he heard a siren and saw a red light flashing behind him. He pulled over to the side of the road right away. When the policeman came over, he said, “Hello, officer.” The policeman said, “Did you realize you were going over the speed limit?” Greg nodded his head yes and answered, “You’re right, officer, I got careless. I’m sorry.” The policeman gave him a warning.

SCENARIO 8: Jeanne needed somebody to cover a shift for her. She called her coworker and said in a friendly tone, “I have a favor to ask of you. I really need somebody to cover my shift tomorrow afternoon. Would it be possible for you to do that? If not, I understand. I’ll keep looking for someone else.”

HANDOUT 1:
POSITIVE AND NEGATIVE COMMUNICATION (CONTINUED)

NEGATIVE COMMUNICATION SCENARIOS



SCENARIO 1: Jason got home from work and walked into the kitchen to grab a glass of lemonade. The kitchen was a mess. He slammed his fist on the counter and yelled at his roommate, “Geez. Would you mind picking up after yourself once in a while?”

SCENARIO 2: Abdul’s neighbor began mowing his lawn at 7 a.m. on a Saturday morning. Abdul was wakened from a sound sleep, but he didn’t say anything. Later in the afternoon, he saw his neighbor outside. He walked up to him with an angry expression on his face and screamed, “Why were you mowing so early in the morning? I had to work late last night and you woke me up!”

SCENARIO 3: Kahlia’s four-year-old, Thao, came into the kitchen while Kahlia was cooking dinner. Thao was whining that he was hungry and kicked the refrigerator door. Kahlia spanked him and yelled, “Stop it, you little jerk. I’m working as fast as I can.”

SCENARIO 4: John’s coworker, Heidi, was late getting an assignment done, and it was holding John up. He looked over at her desk and noticed that she was reading a novel. He walked over to her, got in her face, and yelled, “You know, you’re not supposed to be reading personal books on company time! You’re putting me way behind on my work and it’s going to make me look bad. Maybe you don’t care about your performance, but I do care about mine. So step on it!”

HANDOUT 1:
POSITIVE AND NEGATIVE COMMUNICATION (CONTINUED)

NEGATIVE COMMUNICATION SCENARIOS



SCENARIO 5: Pablo was waiting in line at the grocery store. He turned quickly to look at something and knocked a carton of eggs off the cart of the person behind him in line. He frowned at the person behind him, then turned his back and said, “What are you doing pushing your cart so close to me that I can’t help bumping into it? Now look what you’ve done.”

SCENARIO 6: Rosa’s husband walked in the door from work, threw his lunch bucket on the floor, put his hands on his hips, and said to her, “I’ve had a horrible day. I’m so tired. You better have dinner ready. I don’t want to have to wait.”

SCENARIO 7: Greg was driving faster than the speed limit. He didn’t think that area was very well patrolled and figured he wouldn’t get caught. A few minutes later, he heard a siren and saw a red light flashing behind him. He drove along for a while, but finally pulled over to the side of the road. When the policeman came over, he said, “Hello, officer.” The policeman said, “Do you realize you were going over the speed limit?” Greg rolled his eyes and answered, “What? Maybe a mile or two. You have a quota you got to meet?” The policeman gave him a ticket.

SCENARIO 8: Jeanne needed somebody to cover a shift for her. She called her coworker and asked, “I have a favor to ask of you. I really need somebody to cover my shift tomorrow afternoon. Would it be possible for you to do that?” Her coworker said she was sorry, but she had other plans. Jeanne slammed the phone down without saying good-bye.

HANDOUT 2:
SCENARIO DISCUSSION SHEET

Follow these instructions.

STEP 1: Read both scenarios aloud together.

STEP 2: Identify which is the positive communication scenario and which is the negative communication scenario.

STEP 3: Talk about why a scenario is positive or negative.

■ Write your reasons below.

STEP 4: Identify the positive or negative verbal communication (statements or questions) in the scenarios.

■ Write those below.

STEP 5: Identify the positive or negative nonverbal communication (gestures, body language, etc.) in the scenarios.

■ Write those below.



SESSION 2.

Managing Emotions

Goal

The goal of this session is to identify a range of emotions and explore healthy ways to express emotions, especially anger.

Learner Outcomes

- Identify a range of emotions.
- Describe healthy ways to express emotions, especially anger.
- Apply those healthy ways of expressing emotions in their own life.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Interpersonal Skills session 2 video segment
- computer monitor or some way to display the video segment
- Emotion Cards handout, found on page 25 of this guide
- Feelings Chart handout, found on page 27 of this guide

Preparation Needed

- Preview the video segment so you are familiar with the information that is covered.
- Photocopy the Emotion Cards handout and cut it apart on the dotted lines.
- Print copies of the Feelings Chart handout (one copy per participant).

SESSION OUTLINE

Getting Started (7 minutes)



1. Briefly review the following information on positive communication skills:

- **When you talk, it should be honest, clear, direct, and respectful.**
- **Your body language should give the same message as your words.**
- **Focus on listening instead of thinking about how you are going to respond.**
- **Don't make assumptions; ask questions if you don't understand.**
- **Repeat back what the other person has said to make sure you understand.**
- **Positive communication skills help establish positive relationships, reduce the frustration of misunderstandings, allow everyone to be heard and respected, and promote understanding.**



2. Ask for volunteers to take an Emotion Card and act out the emotion. Ask the group to try to guess the emotion. If participants are reluctant to volunteer, the facilitator might model acting out an emotion to get the activity started.

3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (6 minutes)

Make sure everyone can see and hear the Interpersonal Skills session 2 video segment. Stay in the room while the video segment is being played.

Discussing the Video (14 minutes)

Lead a discussion about the video segment. Ask group members the following questions:



- **How were positive emotions, like love and happiness, expressed in your family when you were young?**
- **How were negative emotions, like anger and sadness, expressed in your family when you were young?**
- **How do you think your family's way of expressing emotions has influenced your way of expressing emotions?**
- **What are some of the unhealthy ways you have used to manage or express emotions?**

NOTE: Assure participants that sharing aloud is voluntary but remind them that we have all expressed our emotions in unhealthy ways and felt bad about it afterward. The facilitator may wish to share an incident first, describing when he or she expressed an emotion in an unhealthy way.

Going Deeper (20 minutes)

1. Give each participant a copy of the Feelings Chart. Say: **Using the Feelings Chart, identify emotions you are feeling today. Would someone like to share one or two feelings that they have had in the last day and what prompted these feelings?** Allow several people to share.

2. Ask: **What are some of the negative consequences of suppressing emotions or expressing them in unhealthy ways?**

NOTE: Answers might include damaged relationships, anxiety, depression, job conflicts, legal ramifications, physical illnesses, and feeling trapped by emotions.

3. Say: **Let's talk about some healthy ways to deal with emotions, particularly strong emotions, like anger. The first step is to identify what you are feeling. Then ask yourself why you are feeling this way. You may need to walk away from a situation for a few minutes to figure this out. Can you do something about the situation in a positive way? If you can, do it. If you can't do anything about the situation, is there something you can do to deal with the emotion in a positive way? Some ideas might be talking with someone, exercising, writing about it, meditating, or even redefining the problem.**

4. Ask: **What are some healthy ways you have managed your emotions, particularly anger?**

5. Ask participants to divide into small groups of two to three people. Give each group an Emotion Card. Ask participants to talk about how the emotion could be expressed in healthy and unhealthy ways.

6. After about five minutes, ask the small groups to report back to the large group what the emotion was that the group was discussing and what healthy ways they identified to express that emotion.



Wrapping It Up (3 minutes)



1. Explain: **It is possible to express our emotions in healthy ways.** Ask participants to share an emotion that they have a hard time expressing in healthy ways.



2. Ask: **What technique could you use to express that emotion in a healthy way?** (For example, deep breathing, counting until ten, exercise, walking away.)

CHALLENGE

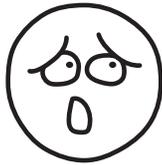
Challenge participants to identify people they know well who seem to express their emotions in healthy ways and ask those people what they do to manage their emotions.



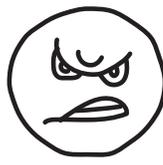
**HANDOUT 3:
EMOTION CARDS**

Afraid	Surprised	Embarrassed
Tired	Lonely	Bored
Sad	Depressed	Peaceful
Happy	Nervous	Loving
Angry	Excited	Confused

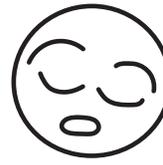
**HANDOUT 4:
FEELINGS CHART**



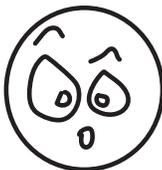
Afraid



Angry



Bored



Confused



Depressed



Embarrassed



Excited



Happy



Lonely



Loving



Nervous



Peaceful



Sad



Surprised



Tired



SESSION 3.

Conflict Resolution

Goal

The goal of this session is to introduce the concept that conflict is normal and explore a positive conflict resolution process.

Learner Outcomes

- Identify a conflict participants have been in and how it made them feel.
- Explain a positive conflict resolution process.
- Apply this positive conflict resolution process in their lives.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Interpersonal Skills session 3 video segment
- computer monitor or some way to display the video segment

Preparation Needed

Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)



1. Briefly review healthy and unhealthy ways to manage and express emotions:
 - **Emotions are not good or bad; it's what you do with the emotions that matters.**
 - **It is important to learn how to manage uncomfortable emotions—such as sadness, fear, and anger—because expressing emotions in an unhealthy way or suppressing emotions can lead to damaged relationships, anxiety, depression, physical illnesses, and feeling trapped by emotions.**
 - **Tips for managing emotions include recognize your emotions, pause before speaking or acting, journal about your feelings, control what you can, redefine the problem, talk with someone, exercise, meditate, and relax.**
2. Ask participants to think about a recent conflict they had with someone. Tell them they don't need to share the actual conflict, but ask them how the conflict itself made them feel. Write their answers on the whiteboard or flipchart paper.
3. Tell participants that they will now watch a short video about a process they can use to resolve conflict and that you will discuss the video afterward.

Playing the Video (3 minutes)

Make sure everyone can see and hear the Interpersonal Skills session 3 video segment. Stay in the room while the video segment is being played.

Discussing the Video (17 minutes)

Lead a discussion about the video segment. Ask group members questions such as:



- **Is conflict inevitable? Is it possible, or even good, to avoid all conflict?**
- **If you have a conflict with somebody, what does it mean about your relationship?**
- **How do you normally respond to conflict?**

Going Deeper (20 minutes)

1. Talk through the conflict resolution process that was discussed in the video segment. Write each of the process steps on the whiteboard or flipchart paper as you talk about them. They are:
 - Pause for a moment to cool off.
 - Tell the other person what’s bothering you using “I messages.”
 - Each person restates what he or she heard the other person say.
 - Take responsibility for your part in the conflict.
 - Brainstorm solutions and come up with one that satisfies both people.
 - Affirm, forgive, apologize, or thank the other person.

2. Ask participants if they have used any of the conflict resolution steps in the past.

3. Ask participants to get into small groups of up to four people. Ask if a group member has a significant conflict right now. Use the conflict resolution process as a group to come up with a possible solution. Ask each group to role-play using the conflict resolution process to try to resolve the conflict. If participants do not have a conflict, or are not willing to share one, offer them one of the following scenarios:
 - *Chen wanted to travel home to China to see his parents and he wanted Wei to come along. Wei said it was not a good time to go because her classes would start during the trip. Chen felt his family should be a priority and Wei could work something out about the classes. Wei said that if it mattered so much to him, Chen should delay the trip.*
 - *Maddie had shoveled snow from the front walk during each of the last two snowstorms, so she wanted Tomaso to shovel this time. He said he was too tired from working night shifts. Maddie said that was a dumb excuse.*
 - *Amara and Padma were having a conflict over the thermostat. He thought the house was too warm in the winter, but Padma hated wearing sweaters inside.*

- *Kelly and David were having a conflict about whether their two children should go to both temple and church. They had agreed when they got married that their children could participate in both of their religions, but as the children got older and busier it became more difficult. David wanted to let the children choose. Kelly said they were too young for that and David should keep his end of the bargain.*
 - *Denzel was Phillip’s boss at the warehouse. Denzel had seen Phillip slap the butt of a female coworker and Denzel told Phillip he could get in trouble for sexual harassment if he continued that kind of behavior. Phillip thought Denzel was making a mountain out of a molehill. Denzel said if he saw anything like that again, Phillip would be disciplined.*
 - *Iris planned to attend a protest about a power plant that a company wanted to build on a reservation. She wanted Dakota to join her, but Dakota would have to miss work to do so, and she was worried about losing her job if she joined the protest. Iris said Dakota should think about what was really important, and maybe they really weren’t meant to be friends. The protest is two days away.*
4. After each role play, ask the whole group whether they can think of any other solutions.

Wrapping It Up (3 minutes)



1. Ask participants: **Is there one step in resolving conflicts that you are particularly good at? Is there one step you forget to do?**
2. Say: **Identify one thing you can do to improve how you handle conflicts.** Have all participants share an example.



CHALLENGE

Challenge participants to practice the conflict resolution steps the next time they experience a conflict.



SESSION 4.

Building and Maintaining Relationships

Goal

The goal of this session is to define a healthy relationship and discuss how to build and maintain healthy relationships.

Learner Outcomes

- Define the qualities of a healthy relationship.
- Describe some of the skills needed to build healthy relationships.
- Apply those healthy relationship skills in their lives.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Interpersonal Skills session 4 video segment
- computer monitor or some way to display the video segment
- paper (one piece for each participant)
- pens or pencils (one for each participant)

Preparation Needed

Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)

1. Ask participants if they used the **conflict resolution process** for a real conflict, what they did, and how it worked. Briefly talk through any problems they had with the process.
2. Ask participants to think about someone with whom they have a positive, healthy relationship. **Ask them to think about the qualities that make the relationship so positive and healthy.** Write their ideas on the whiteboard or flipchart paper.
3. Tell participants that they **will now watch a short video about how to make friends and how to keep relationships,** and that you will discuss the video afterward.

Playing the Video (6 minutes)

Make sure everyone can see and hear the Interpersonal Skills session 4 video segment. Stay in the room while the video segment is being played.

Discussing the Video (14 minutes)

Lead a discussion about the video segment. Ask group members the following questions:



- **Do you get to choose who you want to be in a relationship with?**
- **What have you learned about relationships from your family or from others?**
- **What kinds of things might you do to meet positive, healthy people?**
- **What kinds of things might you do to maintain these relationships?**
- **What are some conversation starters?**

Going Deeper (20 minutes)

1. Ask participants to think about a significant relationship they have with another person. Then ask if they are willing to share something they learned from that person or from being in that relationship.

2. Give each person a piece of paper and a pen or pencil. Say: **Imagine you are looking for a new positive, healthy friend and you want to place an ad in the paper to find that friend. What would you write in your want ad for a friend? What key qualities would be important to you? You can talk about the want ads as you work on them and help each other out. Your want ad doesn't need to be more than a couple of paragraphs long.** 
3. Give people about five minutes to write their ads. Ask for volunteers to read their want ads aloud.
4. Ask participants: **What could you do to help build a positive, healthy relationship like these?** Write their ideas on a whiteboard or flip chart. 

Wrapping It Up (3 minutes)

1. Encourage participants to choose carefully whom they invest their time in building a relationship with because everyone's time is limited. It's also true that the friends you choose will influence the kind of person you will grow to be.
2. Have participants identify one thing they can do to improve their relationships.

CHALLENGE

Challenge participants to look for a positive, healthy person whom they want to become friends with and begin to build that relationship.



RECOMMENDED RESOURCES

**Resources Available through Hazelden Publishing
(800-328-9000, hazelden.org/bookstore)**

Emotions

Rational Emotive Behavior Therapy (REBT) Program

(Order No. 0597)

REBT, one of the most widely practiced forms of psychotherapy in the world, helps clients challenge and change irrational beliefs, which leads to new ways of thinking, feeling, and acting. Core topics cover anger, anxiety and worry, depression, shame, perfectionism, guilt, grief, and self-esteem.

Beyond Anger Curriculum with DVD

Earnie Larsen (Order No. 0557)

This four-week curriculum helps clients in institutional settings and community corrections address anger and improve relationships.

The Anger Workbook

Lorraine Bilodeau, M.S. (Order No. 7619, E-book Order No. EB7619)

This workbook combines scientific research with provocative questions and exercises to take readers to the very source of their anger, their attitudes about it, and their power to use it as a positive force for change and growth.

Pulling Punches: A Curriculum for Rage Management

(Order No. 4328)

Designed for recovering alcoholics and addicts, these ethnically diverse videos focus on recovering addicts' stories of how anger controlled them, how past trauma contributed to their anger, and how they learned healthy conflict resolution. Includes three videos (*Understanding Your Rage*, *Tools for Managing Anger*, and *Anger Reduction and Long-Term Change*) plus a counselor's guide with reproducible worksheets.

Reducing Anger in Adolescents: An REBT Approach

Robert Adelman, Ph.D. (Order No. 2737)

This easy-to-follow curriculum helps facilitators open the door to proactive and collaborative verbal interventions with confrontational teens in treatment.

How to Change Your Thinking about Anger: A Hazelden Quick Guide

(Order No. EB4802)

This e-book helps people apply practical strategies from the latest research to change the way they think and react to feelings of anger.

Little Book of Big Emotions: How Five Feelings Affect Everything You Do (and Don't Do)

Erika M. Hunter (Order No. 1656, E-book Order No. EB1656)

Mad. Sad. Glad. Scared. Ashamed. For many people, these five ordinary and necessary emotions lead to "big" emotional turmoil. As Erika Hunter expertly explains, people can create greater peace and clarity in their lives when they learn to identify and accept their true feelings—and release unwanted emotions.

Of Course You're Angry: A Guide to Dealing with the Emotions of Substance Abuse

Gayle Rosellini and Mark Worden (Order No. 5689; E-book Order No. EB5689)

This best-selling book shows readers how to make anger work in a positive and effective way that can ease, rather than exacerbate, the problems and challenges of early recovery.

Relationships

From the Inside Out: Taking Personal Responsibility for Relationships in Your Life

Earnie Larsen (Order No. 2634)

This twelve-week curriculum and DVD program provides clients in institutional settings and community corrections with tools to build, strengthen, and maintain relationships.

Relationships in Recovery: How the Healing Happens DVD

Elwood Bernas (Order No. 7446)

Speaker and presenter Elwood Bernas defines problems in relationships with addiction, family members and friends, sponsors, and a Higher Power. Steps that are necessary to bring healing—making amends, examining sexuality, admitting the negative aspects of viewing a drug as a friend, and connecting with others—are explored in depth.

Relationship Building: Achieving Intimacy DVD

Claudia Black, Ph.D., and Terence T. Gorski (Order No. 2563)

The authors explain to viewers what constitutes a healthy relationship and what steps are involved in the building of one. They use the analogy of constructing a house as a way of explaining how to create a healthy relationship. The foundation consists of the three Cs: Communication, Caring, and Commitment. The levels (floors) of relationships are Casual Contact, Companionship, Friendship, Romantic Love, and Committed Love.

Fearless Relationships: Simple Rules for Lifelong Contentment

Karen Casey (Order No. 1998; E-book Order No. EB1998)

Tending our relationships is our highest calling as human beings. All of our relationships with loved ones, coworkers, neighbors, and even strangers provide opportunities for us not only to enrich our lives, but also to create a more nurturing world. Drawing from her own life experiences and lessons learned the hard way, Casey offers wise counsel about what helps and what hinders relationships.



LIVING SKILLS: GROUP FACILITATOR SESSION RECORD

Interpersonal Skills Sessions

Date

SESSION 1. Introduction to Interpersonal Skills

SESSION 2. Managing Emotions

SESSION 3. Conflict Resolution

SESSION 4. Building and
Maintaining Relationships
