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Unleashing The Power Within: Transforming Anger into Peace, A Conversation with Dr. Theresa A. Moseley and Dr. Julie Christiansen

Becoming A Peace Ambassador Steps 11 and 13

Dr. Theresa A. Moseley has an in depth conversation with Dr. Julie Christiansen on her show "Changing Lives by Changing Hearts".

Theresa: I am a transformational leader and I'm also a peacemaker. Welcome to changing Lives by Changing Hearts. I am your host, Dr. Theresa A. Moseley. Hola. Como And hello. How are you, world? Welcome to the show. As know, I am talking about the 16 steps to become an Ambassador of Peace. And each episode I talk about 1 or 2 And today I have a guest from Canada who's going to talk anger and also the two other steps, step 11 and step 13. But bring her on now so you can learn a little bit more Come on, welcome, Julie Christiansen.

Julie: Hello. Hi. How are you? I'm terrific. Thank you so much for having me on the show.

Theresa: Oh, you're quite welcome. So, Julie, tell us a little bit more about yourself, what you do.

Julie: I am a registered psychotherapist, which would be the equivalent of licensed marriage family therapist in the United States. I've been a mental health worker for over 30 years and done a whole bunch of things in between. I was a professional speaker for several years. I was a journalist for several years. I'm a former academic. Worked in academia for about 12 years total. I'm a published author. I've written more than 14 books and I'm a podcaster. I have a podcast called FreedomLogy, and so I work full time in my practice. And I also have another company called Leverage U, which is, you know, sort of the vehicle for publishing my work as well as for publishing other authors who have a similar mindset and a similar goal, which is to create radical, positive, lasting change. So I do consider myself to be an agent of change. And I'm a wife, sister, proud mom, happy grandmother, all the things.

Theresa: So great to have you today. I just loved your speech during the Passion Purpose Summit on Anger. So tell us, what is the truth about anger?

Julie: The truth is that anger is not what you see. It is not what you do. Anger is a basic emotion. It is something that is universally recognized in terms of our facial expressions. Anywhere in the world you go, if someone shows that they're angry just on their face, regardless of the language you speak, you will know it. And that's how we know. It's a basic emotion, that it's universally recognized across cultures and it's something that we're born with. It develops naturally in us and it's therefore purpose. Anger is not a disease. Anger is not dangerous. Anger is not something that we need to fear. Anger is natural. And that, I think, is the truth that people don't want to recognize. Because if we recognize that anger is an emotion and not something we do, it means that we have to take responsibility for it.

Theresa: I learned that when I was in my 20s. It's an emotion that you need to learn how to control and try to raise my kids to understand that too. So what can parents do when they have angry children or angry siblings, brothers and sisters? What can they do?

Julie: I think the big thing for parents is to remember that your child is not trying to give you a hard time. Your child is having a hard time and so when your kids are acting out, what they're really saying is, I have a need that I can't meet for myself. And I'm frustrated, you know, So they're expressing their frustration. And so the first thing I would say is that parents show grace to your kids. Be patient, give your child space to express how they feel. Right?



Don't punish them for expressing their feelings because children are concrete thinkers. If you punish them for expressing their feelings, they are going to decide that what they're feeling is wrong. They don't understand that the behavior is wrong because for them, feelings and the behavior are more or less the same thing. They don't see the difference. So if you punish them for acting out and say, go to your room, you're a bad boy, you're a bad girl, whatever, that child is going to learn that expressing their emotions is not okay. And so we want to teach them that it's okay to express their emotions. They just need to do it in an appropriate way. So that means we teach kids emotional literacy. The challenge is that many parents do not have emotional literacy and they don't know how to teach it to their kids. So it starts with you as the mom or dad. And then when you learn how to express your emotions effectively, then you can teach that to your kids.

Theresa: This needs to be a course for teachers as well. Really good. Agree? I've got a whole chapter in my new book on that. You made an analogy about a dragon. So how can we tame that dragon? Tell us about that.

Julie: So the dragon is that fire that, you know, that that kind of anger. And there are lots of different kinds of anger. But the dragon kind of represents the anger that I want to hurt the person who hurt me. I want to somehow express my hostility in a way that people feel it, you know, want them to feel it. And the way the dragon kind of shows up, it shows up for everybody. You know, when someone just says that that thing to you and your brain just goes, it just snaps. You know, all of a sudden all of your rational thought goes out of the way and you're just, you know, on autopilot. So how do we do that? So I encourage people to, you know, if you make a fist and you imagine that that fist represents your brain, this out here is your upstairs brain. That's your cerebral cortex, your gray matter. This under here is your limbic system. And your limbic system is what takes over when something triggers your anger. When the limbic system takes over, the upstairs brain goes on vacation. Right. So what we need to do is find a way to re-engage the upstairs brain so that it can do the executive function, the decision making, the problem solving. Right. Choose the words carefully because the limbic system is just going to cuss you out. But the upstairs brain is the part that's going to say, "maybe we shouldn't say that. Maybe that's not appropriate, maybe not professional, maybe you'll get arrested". Right? So we really want to engage the upstairs brain. And how we do that is through a process that I call TSA and the T stands for Think. The S stands for See and the A stands for Ask.

Theresa: Oh my gosh. I love that. Well, I used to be a high school principal and I used rational emotive therapy with my kids. (A) for What happened? (B) How did it make you feel? (C) What did you do? Let's do the (D) What could you have done differently? And when I say, how did that make you feel? A lot of the kids say, "Ain't nobody ever asked me how I felt", you know what I mean? So you need to rethink how you felt about whatever it was, so it doesn't get you in trouble. But this is really good stuff. Thank you. Thank you so much. Let's discuss the behavioral responses to emotions.

Julie: Yes. So this is a really interesting thing. I love that you asked me this question, because if you think about an iceberg, you know, we the general consensus is that if you're looking at an iceberg, what you see on the top is only a small representation of what is below the surface. And so the traditional thought around anger is that anger is what you see on the top of the iceberg and all the other emotions that are



You can view the episode in its entirety on the

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Julie Cont: kind of informing how you respond, are underneath. But the truth is that anger is also an emotion. So all of the emotions, including anger, are under the surface. What you see is behavior. And so when you see someone acting out or slamming a door or swearing or yelling or driving erratically or, you know, screaming out loud or whatever it is, whatever the behavior is, that is all it is, is behavior. People can yell and scream and slam doors and be intimidating. And there's no anger involved. That, my friends, is called abuse. Right. They use that behavior because they know it's intimidating, but they're not angry. They just want what they want, you know, whereas some people use that behavior because that's the only way they know how to express their anger. So we need to think about this is what I'm seeing. But what is informing this behavior and perhaps anger is informing it, but perhaps the need to intimidate the need for power is what's informing this behavior. So I like to make that distinction that emotions are how I feel and your emotions really can't be controlled. Listen, if somebody calls me the C-word, I'm going to feel some kind of way about that. And it doesn't matter how I try to tell myself not to feel that. I'm going to feel that. So I can't control my emotions, but I can control what I do about them. And that's the difference between my emotional response and my behavioral response.

Theresa: This is some really good stuff. Listen, Dr. Martin Luther King says "PEACE CANNOT BE ACHIEVED THROUGH VIOLENCE. IT CAN ONLY BE ATTAINED THROUGH UNDERSTANDING." My step 13 is attack the problem, not the person. What I see with children is, they get so angry with somebody because of something that's a problem and they attack the person, not the problem. Let me go back for a second. People that go back to schools or go back to their job because they are angry about something and then they shoot up the place or the theater or the post office or wherever it is. What do we do? How do we get a handle on this? And I think it goes back to the nuclear family that we need to raise our children, you know, to be peaceful. But even more than that.

Julie: Even more than that, think one of the big challenges and don't know how it is in the United States. But I know in Canada what has happened is that schools no longer have the permission. To discipline children. And so because they no longer have a mechanism for discipline. They no longer have permission to administer discipline. Children are free to do whatever they like. And I cannot tell you how many schools I have been to to advocate on behalf of my clients that say they have a **zero tolerance for bullying** and that that's written in policy. But the policy is toothless because they have **no actual way of enforcing the policy**. So yeah, we have a zero tolerance policy. And so that, you know, it saves us from liability except for kids are still being harmed emotionally and physically at school. And so when I go to the school and I say, listen, you have a responsibility to keep these children safe. And if you don't, if you fail to do that, this child doesn't have to come to school here. The parents have recourse. They can take their kids out of your school, which means you lose the funding, or they can put them in alternative ed, or they can homeschool or this kid can just take a year off and not be bothered with you people at all. And then they kind of frantically go into, you know, okay, we'll do something. We'll set up a safety plan. They're required by

law to have a safety plan. A lot of the schools just don't do it right. So I think that there's so many layers to it. Like I said, I've written an entire chapter about this in my new book that's coming out next year. Its teaching kids emotional literacy in schools, starting in kindergarten and going all the way through normalizing therapy, making it mandatory for kids in high school to do 40 hours of therapy, the same way here in Canada. They have to do 40 hours of community service before they graduate. You got to do 40 hours of therapy, work out all your adverse childhood experiences before you graduate high school. So when you go to college, you're in a clean slate and you don't end up catching depression and gaining 15 pounds in your freshman year, right? Like you can actually go to college healthy instead of going to college carrying 13 years of school baggage or maybe 18 years of baggage if your aces started at home. You know, and then throughout the college system also make counseling readily available and accessible to all your students so that if we normalize therapy all the way through, if we teach them emotional literacy, we teach them prosocial behavior, we reward prosocial behavior and we punish bullying behavior, we might stand a chance. We just might.

Theresa: This is so important. And like, I think there's a whole other professional development calendar that every school needs to have to address these things that we're talking about today. You know, I remember there was a child, I think he was labeled emotionally disturbed. But just because he's emotionally disturbed doesn't mean that he's not smart, because he could tell you about every war since the Civil War and the War of 1812. All the details. The kid was extremely smart. Right. And so I wasn't convinced that he was, you know, emotionally disturbed, like something is going on here, because I have learned early on that I have the gift of discernment. I kind of know things that I shouldn't know. And that made me actually a really good counselor. But with this particular child, he got in trouble one day in class because think he came to class late, but he was only late because another teacher held him so the teacher wouldn't let him in and he just went ballistic. And of course, you know, they want to label him. He wanted to go to class. He loves the class. It's a history class. That's his thing. And so I pulled him into my office and I sat him down and I said, So, you know, I want you to calm down. Calm down, because kids calm down with me. And I said, tell me about you, you know. Said, Where were you born? And we said, What? You want to tell me where it was born? Brothers and sisters. He said, Yeah. I said, When was the last time you were happy? And he looked at me and he said. I was happy when I was five. What? What happened when you were five? And he said My grandmother, who raised me, died. I said, I'm so sorry. Was she sick? And he said, I don't know. No one told me. I said, Oh, that's rough. And he put his head down. I said, Tell me what you're feeling. And he says, I'm older now. I get everybody's going to die. But when I was five, I didn't know what death was about. And all I knew is that she was laying in this casket. She wasn't getting up. Then they put her in the ground and threw dirt on her. And then that made me angry. And I've been angry ever since. I said, Oh, my goodness. So I had to really work some magic to get this kid properly placed and labeled or not labeled because he used to come talk to me. Like I said, anytime you feel like angry, come talk to me. And so he used to come talk to me, and we've talked about a whole bunch of stuff, but the kid was brilliant, he was not emotionally disturbed. Sometimes things happen to children and then we put these labels on them and then they go into the world of work or college with these labels, and that's not even who they are. And it happens too often. I remember my grandson, my grandson Trey, who's now in the Air Force, and he was an honor graduate and he's doing extremely well. But they told my daughter that he needed to repeat kindergarten. And, you know, I'm an educator. I know nobody fails kindergarten. Right. So I said, Melissa, why did they tell you that? She said, because he can't read. I said, wait a minute, isn't he doing math on like a third grade level? So I said, well listen, **you teach your child how to read**. I said, repeating kindergarten is not acceptable. So I said, You tell them. Your mama said, its okay. So they promoted him to first grade. She taught him how to read. Over the summer I gave her some materials and guess what? **He was the number one student marching those kids across the bridge from elementary school to middle school**. You know what I mean? Like, so schools, teachers. If you're listening administrators, if you're listening, we have to really make sure that our children are safe. They are properly identified, and we need to to meet their needs academically, socially and emotionally. And if you have some teachers that don't know how to do that, then you need to recognize who they are, differentiate instruction, and provide them some professional development. Okay, so my heart goes out to all teachers. Some teachers do a wonderful job, but there are some that maybe they don't even have kids and in their teaching they don't know the different dynamics of how what happens at home sometimes impacts what happens at school, and they don't know how to deal with an angry kid in the classroom. They don't know the difference between the behavior and the emotion. They just want to put them out. Like, how do you think that's going to make them feel? It's going to get more. They're going to get more angry. And a lot of times it's the teacher that's making them angry by saying something they really shouldn't say. So thanks for sharing. So what are the four contributing factors to anger?

Julie: So yeah. There I will say it begins, you know, about the age of one. The first thing that we see...

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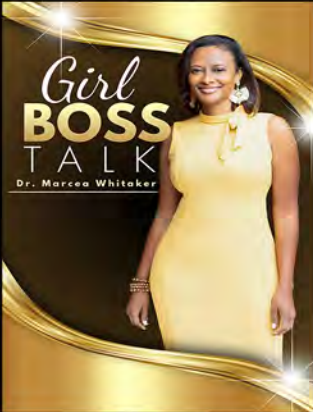
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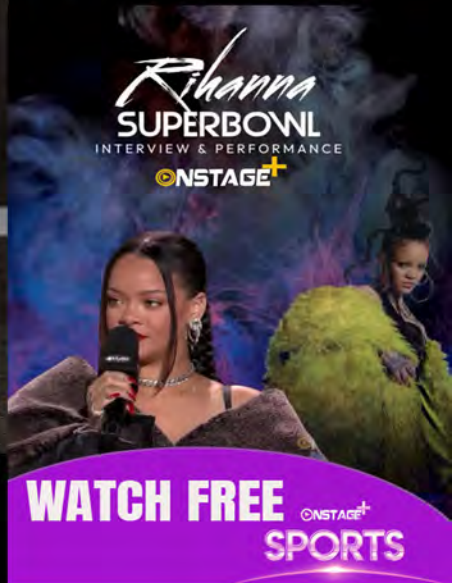
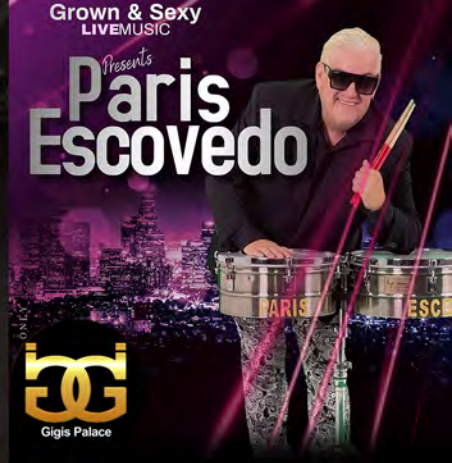
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- EPISODE 5 Dr. Theresa A. Moseley speaks about community with former MLB Player Bradford Riddle
- EPISODE 6 Dr. Theresa A. Moseley speaks with Dr. Demario Scott

My step 13 is attack the problem not the person.

~ Dr. Theresa A. Moseley

Understanding Anger: Julie enlightened us that anger is not a disease or something to fear, but a natural emotion that needs to be understood and controlled. She used the analogy of a dragon to represent intense anger and introduced her TSA (Think, See, Ask) process to regain control during anger triggers.

Watch Changing Lives by Changig Hearts, Episode 4 to get the full story

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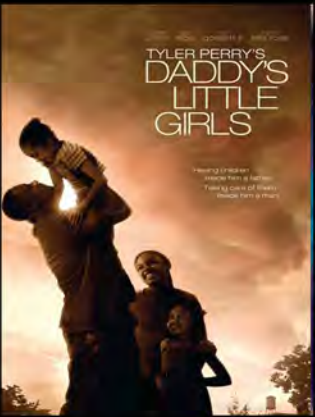
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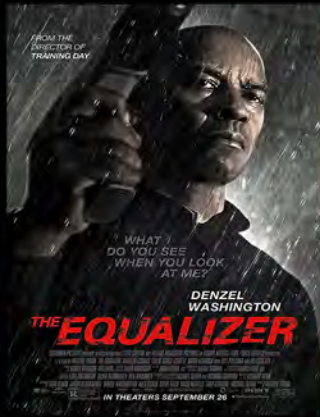
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Organizations such as The Black Legacy Wealth Project, Kulturezine, Yada TV and In The Room - OnStage PLUS Premium channel has helped make these films available for your pleasure at no cost. While these films are available, we ask that you still help us to continue offering free content by subscribing to In The Room -OnStage PLUS Premium Network. Your subscription helps cover our broadcast costs.



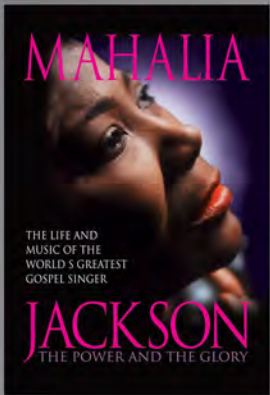
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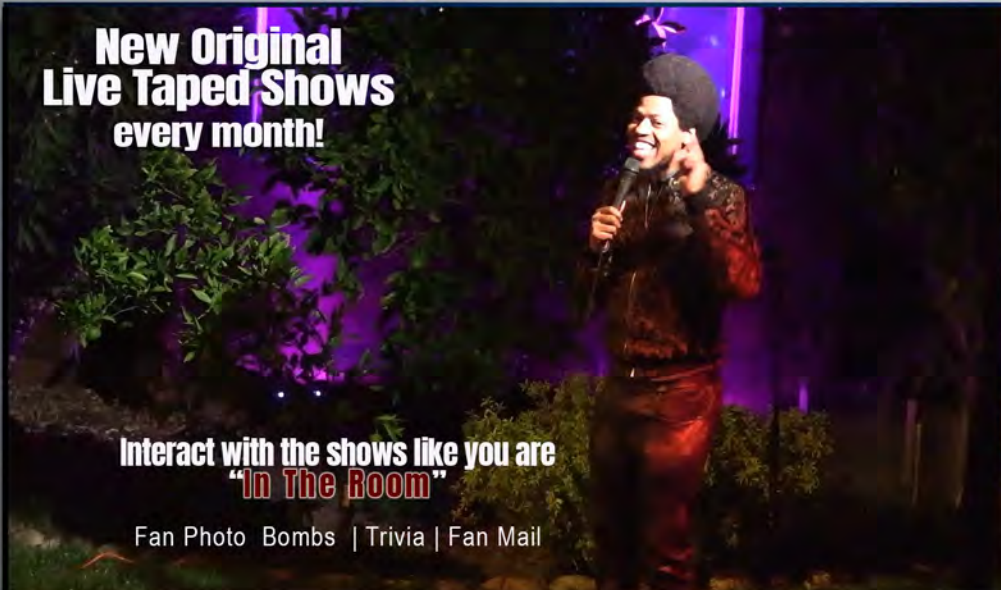
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ABOUT BLWP

Introducing the Black Legacy Wealth Project, a unique social media & TV channel platform.

We offer daily streaming of scheduled programming focused on holistic health, financial literacy, entrepreneurship, credit repair, investments, real estate, retirement, financial planning, entertainment, local activities, community provider services, and local community events.

This innovative digital media platform aims to educate, inspire, and entertain diverse audiences by providing comprehensive, inclusive, and engaging content.

In partnership with OnStage PLUS, The Black Legacy Wealth Project offers opportunities for content creators to have their programming at a reduced broadcast rate on the Black Legacy Wealth Project LIVE Channel on the OnStage PLUS TV Network.

Get involved by opting in to the new Black Legacy Wealth Project portal of updates by visiting and subscribing at www.blacklegacywealthproject.com



CARE HOME COACH OFFERS

Starting an effective and profitable Senior Care Home is now within reach.

Despite the lure of significant potential growth in the coming years, the senior care industry also faces a number of challenges and some care homes close before even reaching 5 years in business.

Startup and ongoing costs, constantly changing legislation and licensing requirements, SOPs that keeps your residents and resident family members happy, as well as attracting and retaining quality employees, all continue to be major obstacles to starting and maintaining a successful care home. Why risk doing it alone?

- HOW TO GET CLIENTS
- CLIENT CARE MANAGEMENT
- SOPs FOR COMPLIANCE
- TECHNIQUES FOR SENIORS TO IMPROVE IN HEALTH
- OUR TOOLBOX OF FORMS, LETTERS, PROPOSALS & MORE!

www.yourcarehomecoach.com

Over 15 years and 2 Care Homes later, Ericka Tillis, Senior Advocate and owner of Heart & Soul Communities, is offering a coaching program that provides a clear path to success. She not only helps you avoid the pitfalls that make others go out of business, she helps you get your first client!

WINNING WITH WINDY

BE AN AGENT

- We are looking for Real Estate Agents to WIN with our agency. Win Win & Real Estate Group. We offer support with
- Hot Leads, Office, Low Splits and so much more. We have a virtual orientation webinar You can attend for more information on becoming an Agent with the Win Win & Company Real Estate Group.

BUY OR SELL A HOME

Becoming a home owner does not have to be hard and in fact it is something we all have the right to be. Home ownership is a start to building legacy within your family and wealth that appreciates over time and can be used as capital for downpayments or college tuition. If your are looking at selling a home, it does not have to be a daunting process, you can win with the help of professionals who help you to adequately list, market, and manage offers that will give you the best return.

BE AN INVESTOR

There are many ways you can get involved. In real estate investing and we help to make it easy with our investor coop. We bring opportunities that are recommended investments based upon condition, location, perceived value at time of purchase compared with any leveraged value after repair/enhancements.

More information call us
214 537 4051

WEALTH IS WITHIN REACH
Join Us

<https://bit.ly/winwithwindy>
VISIT OUR WEBSITE



Do You Belong On Stage?

We knew we were reaching for the stars when starting the OnStage PLUS TV Network. We had one goal in mind, to reverse stigma and programming that painted people of color as criminal. A stigma that told other cultures we were undeserving of opportunity and a seat at the table.

In order to do that we had to create our own table, give ourselves a seat and make pathways for the stories, the exposure, the impact and the legacy we have in the many successful people of color that mainstream media chose not to highlight. We made a room not just for the singers, the comedians, the actors, musicians, poets, artists,

and playwrights... we made room for the educators, the health professionals, speakers and Thought Leaders, who are passing on the message and tools for success. These people all deserve the stage.

Do you want to help us bring the stage to the world?

Do you want to be a part of helping artists grow and enrich people with inspiring content?

We created this streaming TV platform to help people achieve a better version of themselves after watching.

We created a network that would offer entertainment that inspired growth, that was exposed to incredible new and unsung talent as well as opportunities to connect with the people on the screen.

Will you be a part of our efforts to bring a stage to the world that brings you in the room with its live entertainment?

Become a subscriber of our premium network and at \$5.99 a month we open opportunities to artists and creatives and we give to you the subscriber a LIVE Taped performance every month that is interactive and engaging and less than 90% of what you would spend going out to see the LIVE Show at a venue. www.tv.onstageplus.com
~David Watts