



PeacEful Approach to Conflicts and Emotions

Teenager's workbook

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Collaboration of the co-facilitators

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PEACE

PeacEful Approach to Conflicts And Emotions

Welcome to the PEACE group.

PEACE is a group for young people, like you, who are between the ages of 12 and 18. The aim of the group is to get you to learn to manage your emotions better and equip you to resolve conflicts. It will provide you with tools and tips to improve your interactions with other people.

A number of topics will be discussed during the meetings: violence, victimization, emotions, time-out, strategies and projections, communication and conflict resolution. You will have the opportunity to become familiar with these topics through a variety of activities. You will also have the opportunity to meet other teenagers who have experienced situations similar to yours, teenagers your age with whom you will be able to share your concerns and your achievements.

There are certain conditions to respect in order to make your participation a success:

- ♦ Attend all meetings and participate actively.
- ♦ Be on time at each meeting.
- ♦ Be respectful to others.
- ♦ Violent behavior, of any kind, will not be tolerated.
- ♦ Use of drugs or alcohol will not be tolerated.

We wish you an excellent group!

In this text, use of the masculine is generic and applies to both men and women.

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LOCATION: _____

TIME: _____

DATE	THEMES	OBJECTIVES
	1. Parents-teenagers welcome meeting	◆ Inform the parents and the teenagers about the content and rules of the PEACE group. ◆ Get the parent and the teenager to commit themselves (partners). ◆ Allow the parents to share their experiences related to emotions' management and conflict resolution with their teenager. ◆ Create bonds and a climate of trust.
	2. Definitions of violence	◆ Tell the difference between anger and violence. ◆ Allow participants to identify the forms of violence.
	3. Victimization	◆ Understand the cycle of violence. ◆ Allow participants to identify the consequences of acts of violence.
	4. Emotions	◆ Become aware of my emotions. ◆ Express my emotions appropriately in order to improve my relationships with others. ◆ Understand the emotions of others.
	5. Time-out	◆ Allow participants to identify the different steps in a time-out. ◆ Practice the different steps through exercises, role plays and scenarios.
	6. Midsession parents-teenagers meeting / Time-out / Strategies and projection	◆ Allow parents and teenagers to identify together the means and strategies they will use in conflict situations. ◆ Bring the parents and the teenagers to present a progress report on what has been learned.
	7. Conflict resolution	◆ Be able to identify the source of conflict. ◆ Learn to resolve my conflicts calmly with the people concerned, by finding solutions that will meet my needs and theirs. ◆ Improve interpersonal communication.
	8. Mission possible Assessment and celebration	◆ Develop a project that will allow me to identify objectives for managing my anger. ◆ Put into practice what has been learned to manage my anger. ◆ Participant reinforcement: congratulate the teenagers who participated right to the end. ◆ Generalization of acquired skills.



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COMMITMENT CONTRACT

PARTICIPANT'S NAME: _____

PARENT'S NAME: _____

DATE: _____

I agree:

1. To attend the eight meetings of the PEACE group.
Time: _____ to _____
Date: _____ inclusive.
2. To arrive on time at meetings. I understand that if I am more than 15 minutes late, I will not be admitted to the meeting. My parents, the caseworker, the educator or youth worker will be informed.
3. To inform the facilitator, a day or two before the meeting if I expect not to be able to attend.
4. To participate actively in the group, in a way that will help me.
5. Not to exhibit any kind of violent attitude or behavior (verbal, physical or other) towards the facilitators or participants. I am well aware that should this happen, the facilitators will meet with me; a report will be sent to my parents, the caseworker, the educator or youth worker, and appropriate measures will be taken.
6. That everything that is said during the workshops will remain confidential.

Teenager

Parent (father, mother or person responsible)

Facilitator

Facilitator

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"BEFORE" – "AFTER" SELF-ASSESSMENT QUESTIONNAIRE

First Part			
I identify the factors that trigger my impatience and anger			
Triggering factors	Rarely	Sometimes	Often
Agitation around me			
Arguments (e.g., brother or sister)			
Broken promises			
Confrontation by others			
Family chores			
Forgetfulness (on my part of someone else's)			
Homework and lessons			
Incompetence of others			
Lateness (my own or someone else's)			
Mood swings of others			
Noise / racket			
Other people's clumsiness			
Other people's crisis			
Provocation by others			
Repeated requests (harassment)			
School results			
Set times for going out and getting back			
Sleep problems			
Use of vulgar language			
Other (specify):			
Second Part			
I indicate my personal expressions of impatience or anger			
Expressions	Rarely	Sometimes	Often
Blows – Injuries to myself or others			
Dragging things up			
Hitting an animal			
Hitting or breaking things			
Hitting or slapping			
Hurtful words			
Lying			
Ordering other around			
Pouting			
Punishments			
Pushing – grabbing			
Raising my voice or yelling			
Sarcastic comments			
Sighs of exasperation			
Slamming doors			
Swearing, cursing			
Threatening looks			
Threats			
Withdrawal			
Other (specify):			

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During a conflict or difficulty, I react			
Expressions	Rarely	Sometimes	Often
By withdrawing (running away or ignoring the provocation).			
By fighting (trying to force the other person to accept my point of view).			
With flexibility (giving up my own objectives in order to keep a good relationship with the other person).			
By compromising (giving up a part of my objectives in order to reach an agreement, or flipping a coin).			
By negotiating (through discussion, in which each person puts forward his point of view and tries to find a solution to the conflict).			



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BASIC SOCIAL SKILLS

1. Listening
2. Starting a conversation
3. Holding a conversation
4. Asking for help
5. Taking part in an activity or joining a group
6. Giving instructions
7. Following instructions
8. Apologizing
9. Becoming aware of my feelings
10. Expressing my feelings
11. Understanding the feelings of others
12. Facing up to fear
13. Expressing affection
14. Helping others
15. Sharing with others

DEFINITION

"Anger is a universal human reaction that gives someone a feeling of unease and discontent. Only living beings, among them humans, experience this reaction."

SYNONYMS OF ANGER

Angry
Furious
Exasperated
Impatient

Irritated
Frustrated
Disturbed
Unhappy

Annoyed
Upset
Nervous
Dissatisfied

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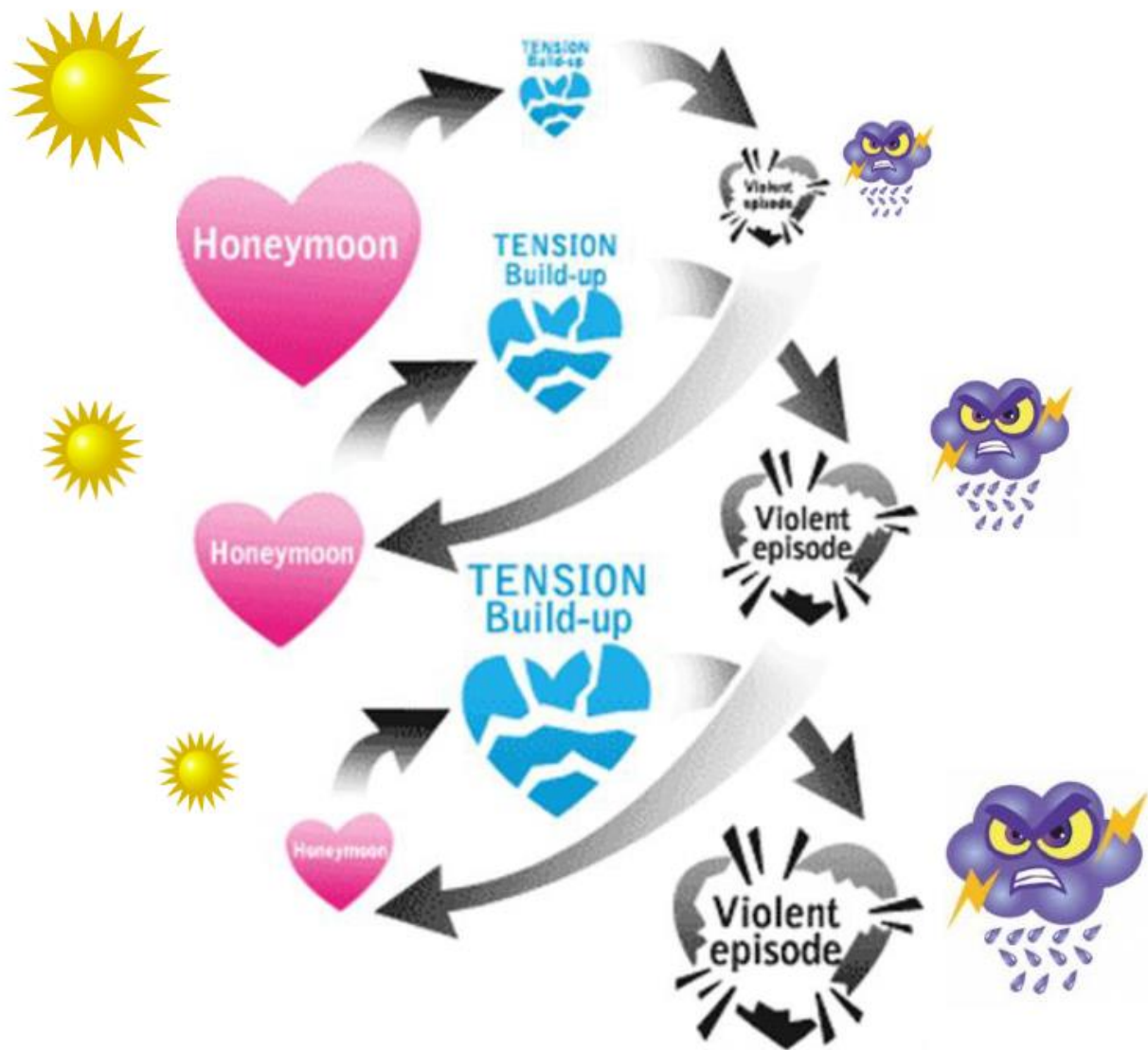
TYPES OF VIOLENCE

PSYCHOLOGICAL VIOLENCE	
- To make jokes - To intimidate - To ignore - To denigrate / To degrade - To harass - To give conflicting messages - To make fun of someone else	- To blame - To provoke - To put down / To criticize - To look down on someone - To act as if you are superior - To humiliate - To ridicule
PHYSICAL VIOLENCE	
- To slap - To pinch - To squeeze - To push - To shake - To slap / To hit - To strangle - To push against a wall / To immobilize	- To tie up - To stomp - To slam the doors - To bite - To punch / To kick - To shove - To injure an animal - To use objects as weapons - To spit
VERBAL VIOLENCE	
- Threatening tone of voice - To raise the tone of voice to intimidate or threaten - To lower the tone of voice so the other cannot hear - To insult / To offend	- To call someone crazy - To be sarcastic - To threaten - To shout / To yell
ECONOMIC VIOLENCE	
- To make the other person feel that they are financially dependent on us - To cause the other person to become penniless - Vandalism - To steal	- To take the other person's pay or money - To break the other person's belongings - To practise taxing - To set fire
SEXUAL VIOLENCE	
- Rape - Incest - Damage to someone's sexual reputation - Photo and video on the Internet	- Abuse - Incitement - Pedophilia - Touching

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CYCLE OF VIOLENCE



Source: Designed by the Correctional Services of Canada in "Breaking the cycle of violence", 1988. Adapted by an unknown source. We added pictures of the storm to further illustrate the cycle of violence.



Consequences for the victim

PHYSICAL CONSEQUENCES	PSYCHOLOGICAL CONSEQUENCES	SOCIAL CONSEQUENCES	FINANCIAL CONSEQUENCES
PHYSICAL INJURIES E.g., fractures, bruises	AMBIVALENT EMOTIONS E.g., feeling of solitude, feeling of guilt, feeling of helplessness, feeling of injustice, feeling of anger	ISOLATION (the victim withdraws from society or her friends avoid her)	LOSS OF WAGES (victim and spouse)
DECREASED ENERGY		FAMILY TENSIONS	COURT TESTIMONY E.g., loss of wages, transportation costs, babysitting costs
DECREASED IMMUNITY E.g., vulnerable to colds	MISTRUST	JOB CHANGE	THERAPIES
MUSCLE PAINS	SADNESS	MOVE	HOSPITALIZATION
HEADACHES	DIFFICULTY WITH MENTAL PROCESSES E.g., memory loss, reduced attention span and ability to concentrate, problems making decisions and establishing priorities	FEAR OF GOING OUT	TRANSPORT BY AMBULANCE
MENSTRUAL PROBLEMS		FEAR OF BEING ALONE	MEDICATION
SENSITIVITY TO COLD OR HOT FLASHES	REPETITIVE THOUGHTS (flashbacks)	AVOIDANCE OF PLACES SIMILAR TO THE ONE WHERE THE CRIME HAPPENED	CIVIL LAWSUITS E.g., lawyers' fees
DIGESTIVE PROBLEMS E.g., decrease or increase in appetite, constipation, nausea	GENERALIZED DEMOTIVATION		STOLEN OR BROKEN PROPERTY
TREMORS	NERVOUSNESS		INCREASE IN SECURITY MEASURES E.g., locks, alarm system
HYPERTENSION	SLEEP DISORDERS		CHANGE OF TELEPHONE NUMBER
CHANGE IN SEXUAL HABITS E.g., increase or decrease in libido, inability to achieve orgasm	FEARS OR PHOBIAS		MEDICAL CARE NOT COVERED BY THE HEALTH INSURANCE PLAN E.g., physiotherapy
	REDUCED SELF-CONFIDENCE		

Source: L'Association québécoise Plaidoyer-Victimes (no date)

FACTORS THAT CAN AFFECT THE VICTIM

1. Severity of the _____ or psychological injury.
2. Special situations, such as: death, separation, physical or mental problems, _____, _____, _____.
3. Ability to _____, and response to _____.
4. Place of the aggression (_____, _____, _____).
5. Support given to _____.
6. Occurrence of a _____ victimization.
7. _____ between the victim and the aggressor.



Consequences for the violent person

LEGAL	PHYSICAL	PSYCHOLOGICAL
• Court appearance • Criminal record • Probation • Community service • Imprisonment • Civil lawsuits • Placement in a rehabilitation centre • Job loss • •	• Skin problems • Respiratory problems • Digestive and stomach problems • Headaches, backaches, muscle pains • Tics • High blood pressure • Injuries • •	• Avoidance, isolation, loneliness • Anxiety, fear • Guilt • Rebellion • Loss of affection – rejection • Loss of freedom • Family and school problems • Nightmares, insomnia • Suicidal ideation • Self-mutilation • Eating disorders • Use of drugs and alcohol • Damage to the reputation • •

It is obvious that many people have difficulties after an act of violence or an offence is committed. There can be many consequences.

Circle, in the table above, the legal, physical and psychological consequences you have experienced. If some of the consequences are not in the table, add them in the appropriate column.



Situation simulation exercise

For each situation, indicate:

- The consequences for the violent person;
- The consequences for the victim.

1. Jimmy has hit his father once again. Like the last time, he had several beers. He is being detained and is really sorry for his violent act. His parents refuse to take him back; they are too afraid of him.

2. Jane and a friend hit a female student several times in the school yard. They are suspended from school for a week. The victim is in the hospital and will have to have an operation. The victim's parents decide to file a \$25,000 civil lawsuit against the two girls.

3. Corey really loves his girlfriend. However, he gets jealous when she is with boys of her age. One day, she refuses to listen to him, so he gets angry, insults her and hits her violently.

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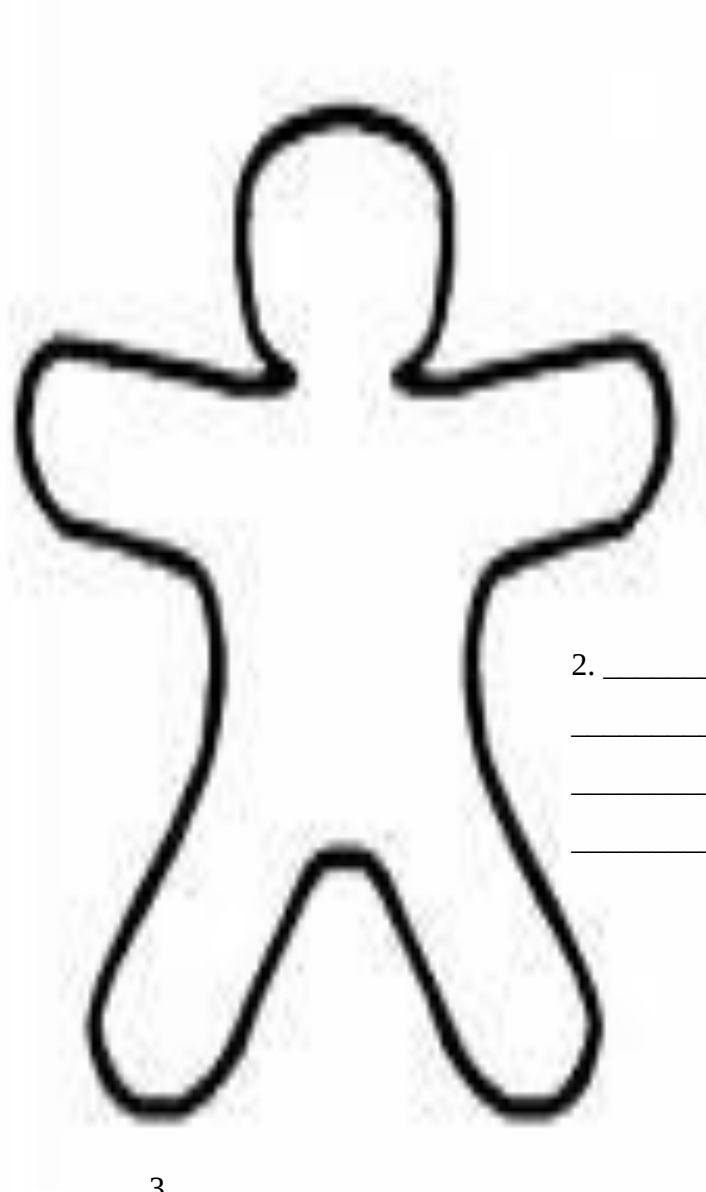
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THE EMOTIONS

MY FEELINGS
I am pleased when
I am angry when
I hope that
I do not wish
I am good at
I have trouble
I am afraid of
I am sad when
I am cheerful when
I feel safe when
I need
I like
I feel lonely when
I feel good when
I am proud of myself
I am ashamed of
I really like
I hate
I am happy when
I dream of
I
I

PHYSICAL SIGNS OF SADNESS

On the lines, write three things that happen to your body when you are sad. For each thing you write, draw a line from that thing to the place in your body where you feel this signal.



1. _____

2. _____

3. _____

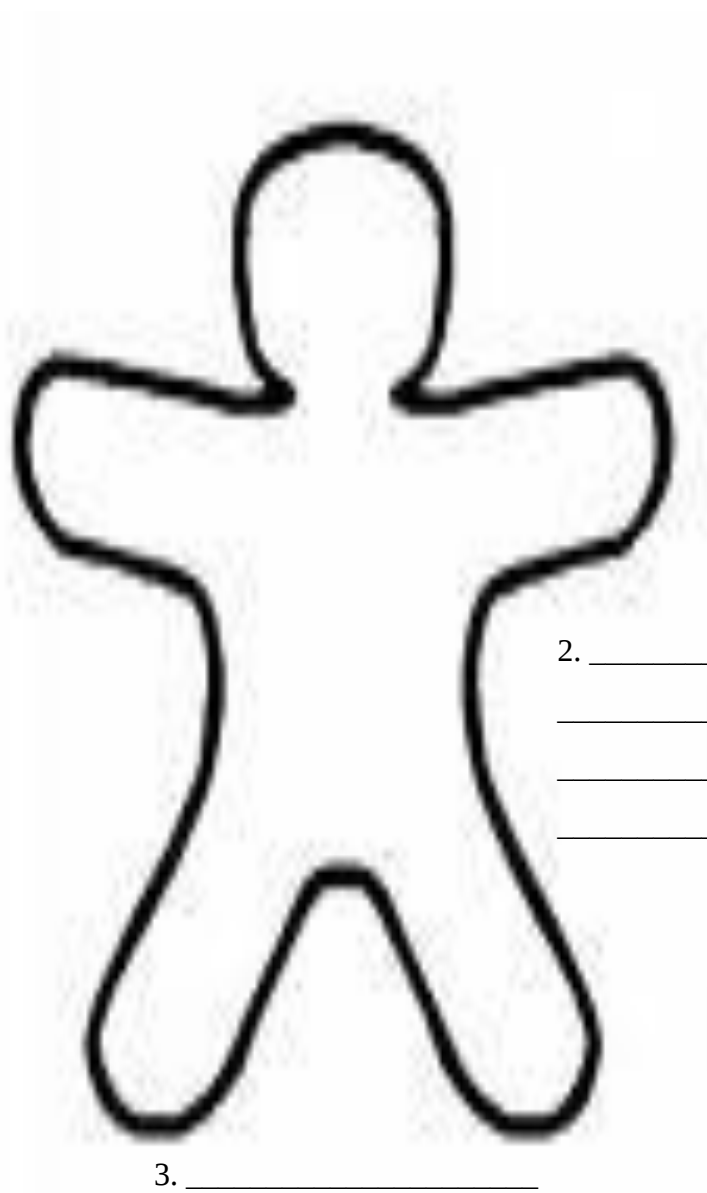
PHYSICAL SIGNS OF ANGER

On the lines, write three things that happen to your body when you are angry. For each thing you write, draw a line from that thing to the place in your body where you feel this signal.

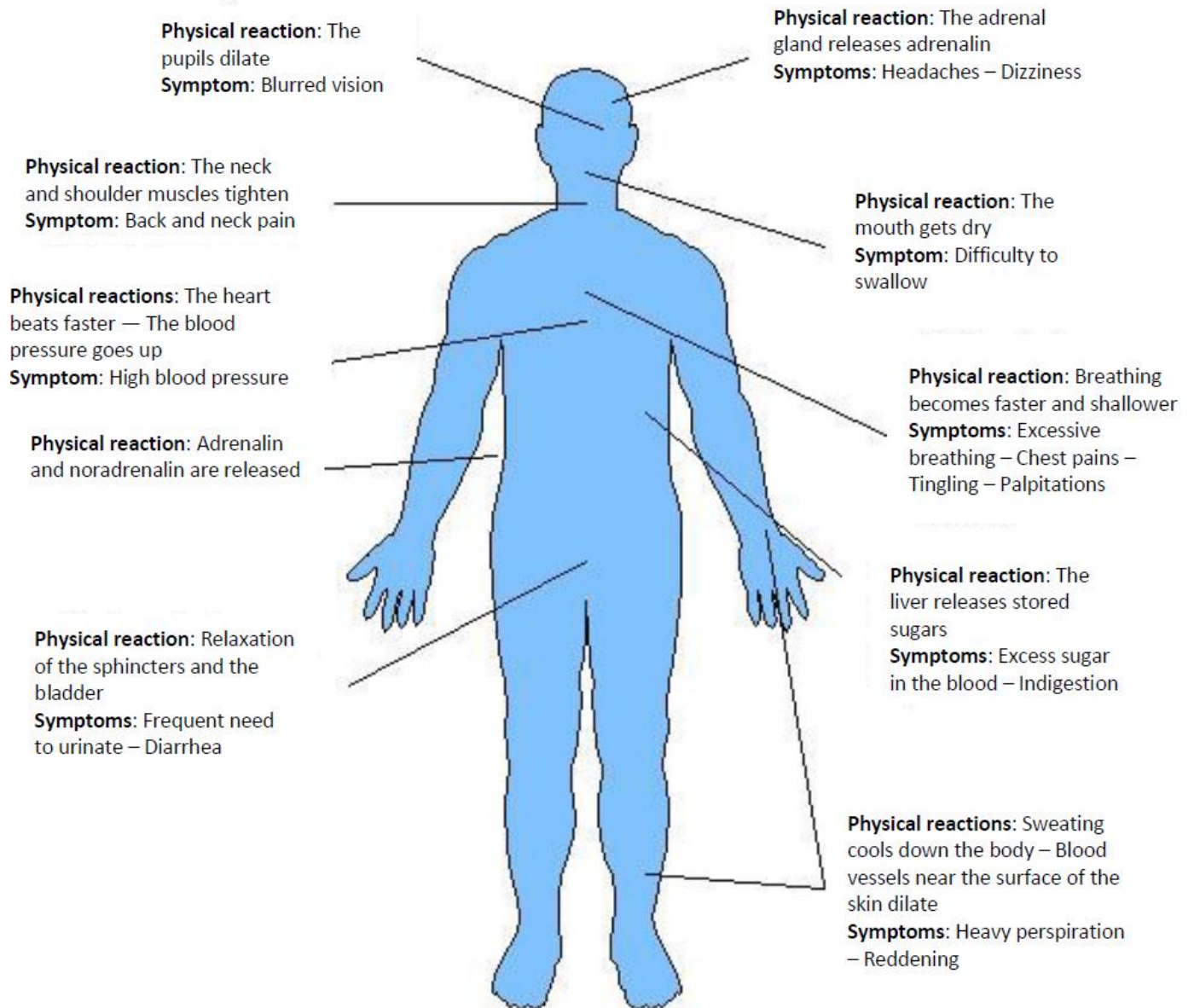
1. _____

2. _____

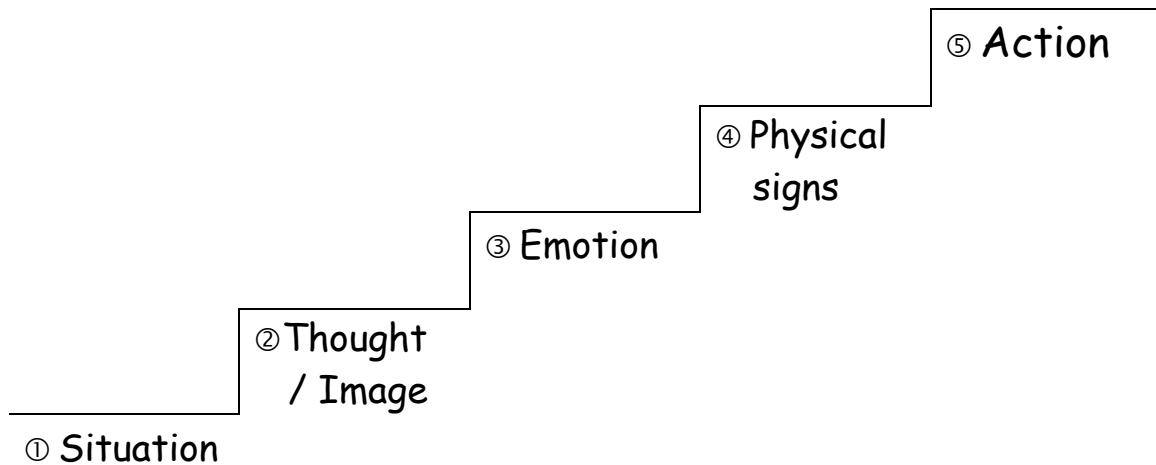
3. _____



PHYSICAL EFFECTS OF ANGER



Time-out



The “time-out” is a method we use to avoid escalation and violent behavior to ensure self-respect and respect of others.

It is a five-step process, as illustrated in the diagram above:

- ① Situation: an event occurs, triggering factor;
- ② Thought / Image: First thoughts or images that come to mind;
- ③ Emotion: Emotions experienced during the situation;
- ④ Physical signs: My body’s physical reactions;
- ⑤ Action: Behavior chosen in connection with the situation.

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TIME-OUT

THE SITUATION				
INTENSITY:				
①	②	③	④	⑤
Not intense			Very intense	

THOUGHTS/IMAGES	EMOTIONS	PHYSICAL SIGNS	ACTIONS
CONSEQUENCES FOR YOURSELF		CONSEQUENCES FOR OTHERS	

Strategies and projections exercise

Learning outcome:

To get the participants to understand that frustrations that build up can cause significant damage.



LIST OF MY ANGER TRIGGERS

LIST OF MY STRATEGIES

WAYS TO CONTROL MY ANGER

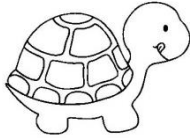
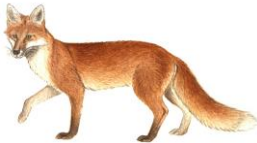
- **I identify what made me angry.**
- **I write down everything that goes through my mind** (what I am experiencing, how I see the situation, the emotions and feelings that relate to it; if I make threats - to whom or to what are they directed? etc.).
- **I step back for a moment** (I wait a little before reacting, I remain SILENT to avoid making the situation worse).
- **I analyze the situation as it actually is** (I look at what happened, who is responsible for what, the part played by everyone involved in the situation, etc.).
- **I try to vent my frustrations as they unfold** (I express my thoughts: discontent and frustrations, disappointments when they occur, etc.).
- **I talk to a friend or someone else** I trust and who will listen to me.
- **I take deep breaths. I use the 4-4-8 technique.**
- **I take a hot bath to relax.**
- **I learn to say "NO".**
- **I think twice before I speak.**
- **I accept that I am afraid and I name my fears without embarrassment.**
- **I isolate myself.**
- **I play sports.**
- **I draw.**
- **Etc.**

This is a very short list of ways to master and control anger. There are many others. However, what is important is to choose a few and put them into practice in your everyday life. The more you practise, the better you will be at controlling your anger.

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CONFLICT RESOLUTION

POSSIBLE TYPES OF REACTION	
Withdrawal (avoidance or escape) 	People who adopt this attitude do so because they are afraid of confrontation. As a result, they try to get away from the other person and avoid them. They are not very assertive and not cooperative at all. This attitude is not appropriate because it encourages social withdrawal.
Fight (aggression) 	The main concern of people who adopt this attitude is to try to win, to defeat the other party. The interests and the needs of the other person do not count. Such a behavior is not appropriate because it is based on false perceptions of reality that the individual tends to reinforce.
Flexibility (accommodation or submission) 	People who adopt this attitude try to accommodate the other person by giving in to their aggressive behavior. They put aside their own interests to satisfy those of the other person. People who accommodate others are not very assertive but are very cooperative. This behavior is not appropriate because it can lead to attitudes of withdrawal by encouraging domination.
Compromise 	By adopting this attitude, one of the parties involved in the conflict gives up something to the other in the hope of satisfying this person enough that they will put an end to their behavior or give up something in return. Compromise is a sort of transaction where the parties exchange favours in order to end the conflict. It is a solution whose effectiveness is limited.
Negotiation (collaboration) 	This type of reaction is characterized by the determination of both parties to reach a solution that satisfies the needs and concerns of each person. It combines self-assertion and cooperation in a positive and productive manner. If, despite these efforts, the conflict continues, it is often because only one of the parties involved is willing to cooperate.

DEFINITION OF CONFLICT

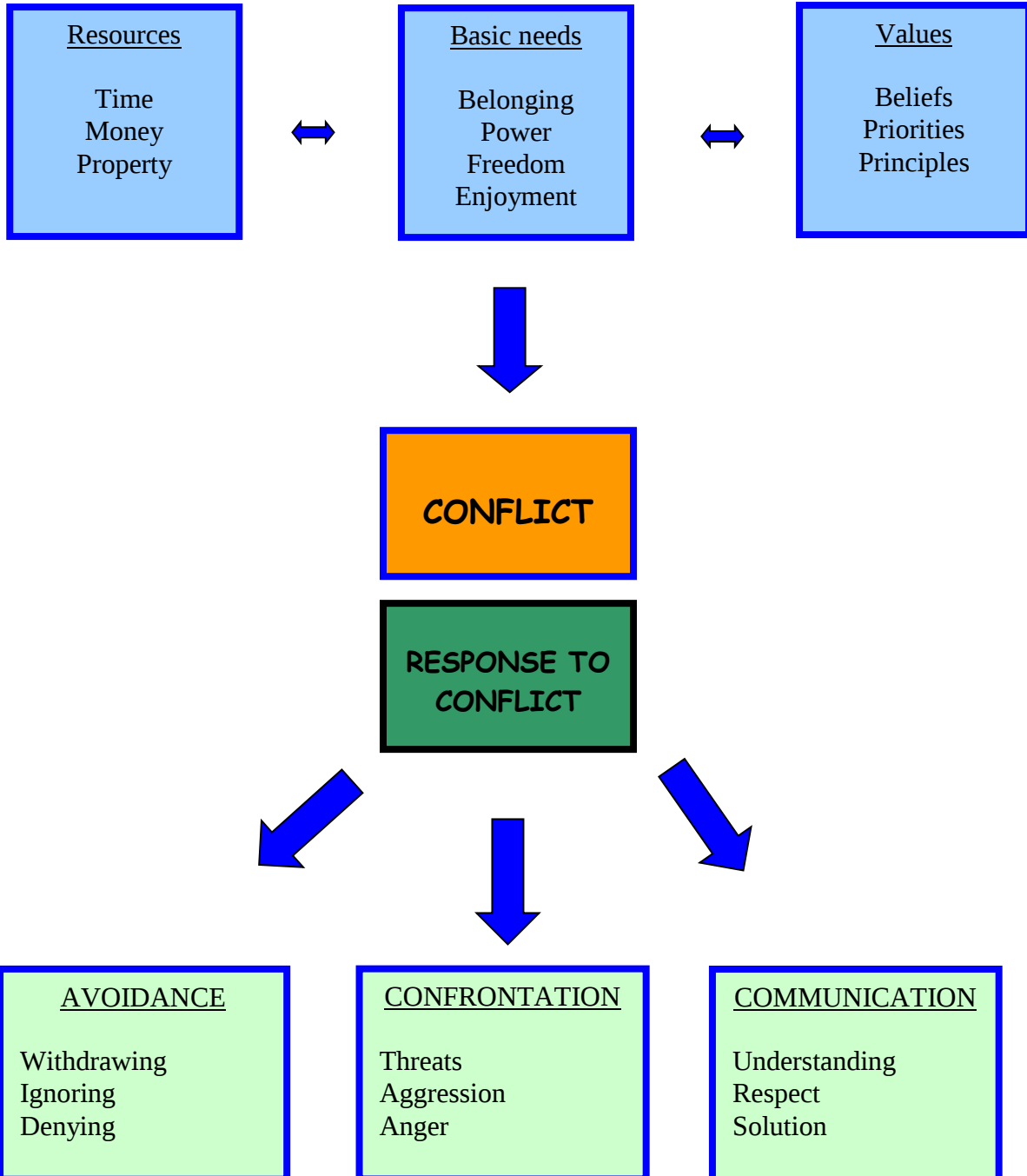
Conflict is difficult to define because it takes on many shapes and arises in different contexts. It would appear that **conflict** is essentially a disagreement, a contradiction or incompatibility. The term **conflict** applies to any situation where there are individuals or groups whose objectives, thoughts or emotions differ. The list of the different types of **conflict** involving individuals or groups is long:

- Social conflict
- Generational conflict
- Family conflict
- Couple conflict
- Parent-child conflict
- Neighbourhood conflict
- Workplace conflict
- Business conflict
- Conflict of interest
- Conflict in the world

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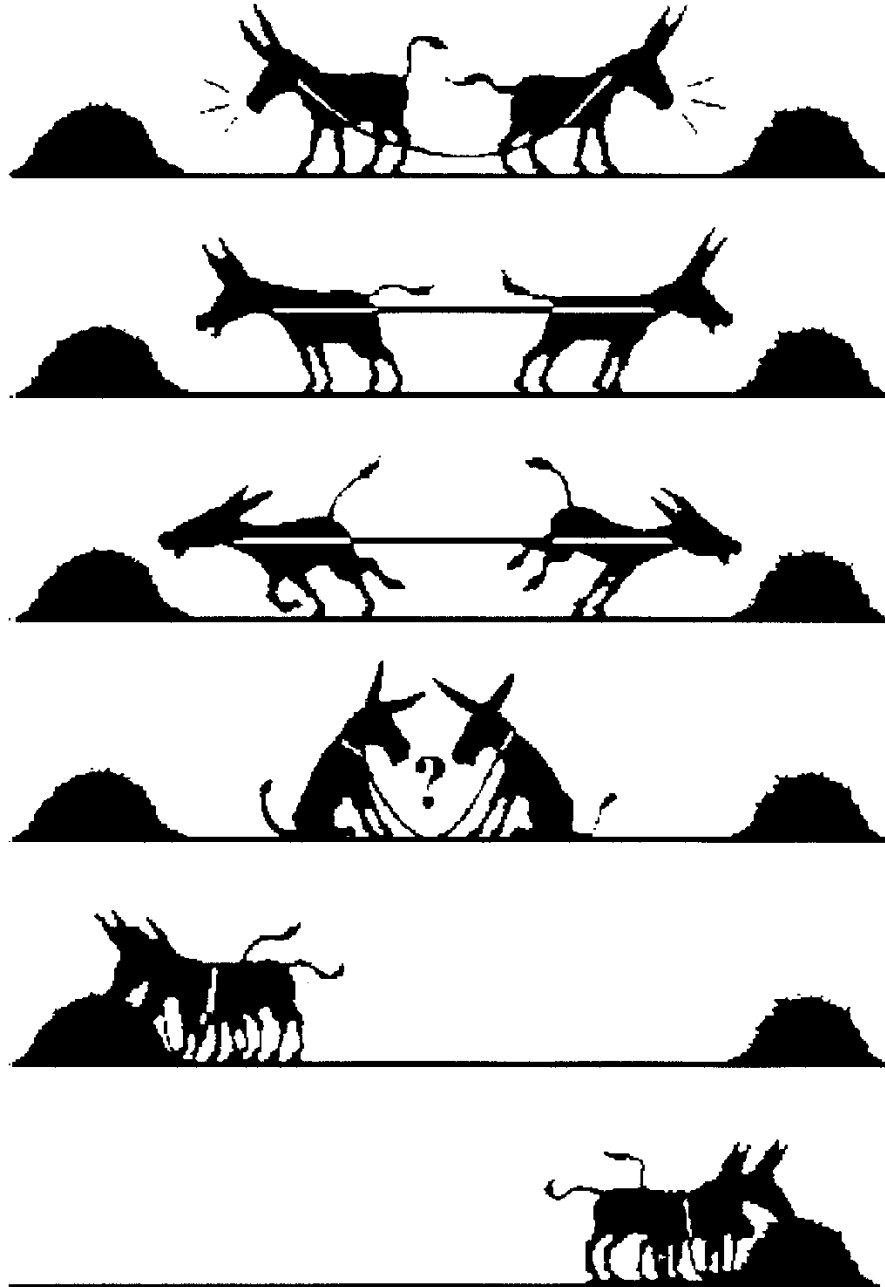
SOURCES OF CONFLICT



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CONFLICT RESOLUTION



Source: Unknown



PRINCIPLES OF COMMUNICATION

1. Chose the right time to discuss the situation, don't rush things and make sure there is enough time for the discussion.
2. Listen to the other person, let everyone express themselves, answer questions and explain their ideas.
3. Make sure that you fully understand what the other person means. Ask questions to make sure you understand or even rephrase what has been said to be certain that you are not interpreting the words of the other person.
4. Encourage discussion rather than argument: listen rather than think about what you are going to say next. Stop trying to convince all the time, listen to the other person.
5. Accept that the other person may not be saying everything; it's not essential to know everything in detail. This shows respect and openness to what the other person tells you in confidence.
6. Talk about events, feelings and needs rather than behaviors, do not judge the other person.
7. Don't hope to reach an agreement all the time: it's possible that you may not agree with one another, but accept your differences and find a solution that meets all your needs.
8. Always remember that you want to maintain a good relationship with this person.



BARRIERS TO COMMUNICATION

1. **Giving orders, commanding:** *You'll have to... You're going to...* This leads to resistance on the part of the other person, a negative reaction, rebellion.
2. **Threatening:** Creates fear and submission, and may end in rage and rebellion.
3. **Moralizing:** *You ought to... If I were you, I...* Creates a feeling of guilt and a loss of self-confidence, it also leads the other person to argue even more.
4. **Judging, criticizing, blaming:** Implies incompetence, stupidity and lack of judgment and may cause the other person to believe these things and to rebel.
5. **Name calling, ridiculing:** Creates a feeling of incompetence, denigration, intimidation. The person may rebel or seek revenge through words or actions.
6. **Constant questioning:** Leads to answering back, avoidance, half-truths or lies. Creates a sense of lack of confidence.
7. **Interrupting or not listening:** *You know, I find that... Are you finished?* This prevents continuity in the communication and encourages speaking loudly. Causes the other person raise their voice, keep silent, withdraw, or repeat even more.
8. **Accusing:** *It's your fault if... It's you who...* Makes the other person react because of the unfounded judgment. Causes frustration and rebellion.



Strategies that can be used to manage a conflict

- Ⓢ Withdraw, calm down and breathe.
- Ⓢ Discuss calmly.
- Ⓢ Use "I" rather than "you".
- Ⓢ Listen to the other person.
- Ⓢ Don't accuse, blame, or denigrate the other person.
- Ⓢ Be empathetic.
- Ⓢ Respect the other person.
- Ⓢ Be self-confident, recognize that you are capable of resolving a conflict peacefully, and trust the other person.
- Ⓢ Resist the negative influence of others.
- Ⓢ Think about the unforeseen negative consequences of our actions.
- Ⓢ Identify a third party to help resolve the conflict.
- Ⓢ Express your emotions and needs honestly.
- Ⓢ Look for solutions together.
- Ⓢ Make sure the message is clear and understood by everyone.
- Ⓢ Avoid speaking too often and for too long (don't keep bringing up past problems).
- Ⓢ Be open to opinions that are different from yours.



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MISSION POSSIBLE

1. What is my personal objective? (It should be written positively.)

2. Who will be my coach and who will my supporters be?

3. What is the name of my project?

4. What is my project's icon?

5. How will my project be good for me, what will I get out of it?

6. How will my project have a positive influence on those around me? (What benefits will they get from it?)

Source: Furman, B. (2002). Translated by the Centre de psychothérapie stratégique, Montreal. Document adapted by L'Alternative Outaouais.

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7. Why do I think my project will succeed? (Think of your strengths, previous successful experiences.)

8. What steps do I need to take to achieve my goal? Baby steps!

9. How will I celebrate my success?

When this project is finished, challenge yourself to do another one! Life is full of challenges, and we have to recognize our strengths to overcome them!

Our reality is the result of our dreams.

"Let your dream devour your life, not your life devour your dream."

Antoine de Saint-Exupéry