Movin' On Up!

PM 005 - Professional Resource Materials

By

Kris Klasek

The Clearinghouse for Structured/Thematic Groups & Innovative Programs
Counseling & Mental Health Center
The University of Texas at Austin
100A W. Dean Keeton St.
1 University Station  A3500
Austin, Texas 78712-0152
512-471-3515·Fax 512-471-8875
http://www.utexas.edu/student/cmhc
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Movin’ on Up!

Activities for a Three-Day Retreat

GENERAL INFORMATION

PURPOSE

The purpose of this retreat is to allow students the opportunity to gain a deeper understanding of themselves and their relationships with other people via an off-campus learning experience.

Through this group growth process, the individual becomes truly aware of his or her worth and position in life. Just as one may escape from the daily chores imposed by everyday environment by taking a vacation, this retreat experience provides the student with a sense of renewed vitality and vigor so that healthy living may take place upon return to normal life.

ACTIVITIES

Activities are explained throughout this manual. Essentially, they incorporate a mixture of demonstrations, brief lectures, small and large group discussions, and several structured experiences.

NUMBER OF FACILITATORS

I would strongly encourage the Retreat Coordinator to allow four students for each facilitator. This would mean, for example, that there should be at least five facilitators for a group of twenty students. This way, each facilitator may have the opportunity to lead a large group activity and either one or two facilitators may be assigned to each small group.

MEAL PLANNING

It would be beneficial to the Retreat Coordinator to find out what types of meal services are available through the Retreat Center. I have found meal plans ranging from full catering service to no meal service at all. The type of meal service available
will play a large part in determining cost per participant. We have preferred Retreat
Centers which offer kitchen facilities, but no scheduled meal service, whereby we
can make our own meals. Not only are our costs kept to a minimum, but meals can
be scheduled around activities rather than vice-versa.

We have explored two methods of meal preparation: (1) allowing participants to
prepare meals, while facilitators are solely responsible for leading activities, (2)
having facilitators take charge of meals and lead activities. Although the first
method is extremely valuable for developing a feeling of comradship among group
members, it is quite time consuming and may infringe on valuable hours needed for
activities. The second method is expedient, but forces group members to befriend
each other via other means and is a bit taxing on the group facilitators.

It should be noted that in MOVIN’ ON UP, one particular activity relics on two of
the facilitators preparing the meal. This was particularly work table for us as the
facilitators had an established goal in mind. If you decide that this activity is
worthwhile for you, please keep in mind that it may be accomplished several ways:
during a meal (as indicated), during a break in the evening activities, or during any
time when a situation like this is totally unexpected by the group.
# Activities/Time Frames Overview

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<th>Activity</th>
<th>Time Allowed</th>
<th>Example</th>
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<tr>
<td>Theme</td>
<td>For Openers: Communication</td>
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<tr>
<td>• Me Plus Three</td>
<td>1 1/2 hrs.</td>
<td>10:00am-11:30am</td>
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<tr>
<td>• Lifeline</td>
<td>1 1/2 hrs.</td>
<td>11:30am-12:00pm</td>
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<td>LUNCH</td>
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<tr>
<td>Theme</td>
<td>Confrontations! Decisions! Pressures!</td>
<td></td>
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<tr>
<td>* Problems, Problems, Problems</td>
<td>3 hrs.</td>
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<td>FREE TIME</td>
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<td>SUPPER</td>
<td>1 hr.</td>
<td>5:00pm-6:00pm</td>
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<tr>
<td>Theme</td>
<td>Breathers</td>
<td></td>
</tr>
<tr>
<td>• Hum Dinger</td>
<td>1/4 hr.</td>
<td>6:00pm-6:15pm</td>
</tr>
<tr>
<td>• The Poe Spooks”</td>
<td>1 1/4 hr.</td>
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<td><strong>Second Day</strong></td>
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<td>Theme</td>
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<td>• Aloha</td>
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FIRST DAY ACTIVITIES

FOR OPENERS: COMMUNICATION

Activity 1 "Me Plus Three"

Purpose: To have participants think about their own impressions of themselves, to share these interpretations with another person, to be introduced to the group as a whole.

Supplies:
- newsprint for each participant
- crayons
- chalkboard
- chalk
- pins (or some other means of attaching the newsprint to a person’s clothing)

Procedure:
1) Four symbols are drawn by the facilitator on the chalkboard: ○ ▲ □ ★

2) Participants are instructed to draw a representation of themselves using only the symbols offered. Sizes of figures may vary. Symbols may be repeated and any combination may be used. They may also use any combination of colors and they may group the figures any way they choose. Be sure that participants place their first names at the top of the sheet. It should be noted that the figures may depict the individual realistically or the drawing may be abstract; it is up to each person to decide.
3) Participants are also instructed to answer the following questions (also written on the chalkboard) on the bottom of their paper.

(1) The best time I ever had was
_______________________________________________________________________

(2) When I’m not in, school I
_______________________________________________________________________

(3) I would like to have (fill in dollar amount)_________________________________

(4) With this money, I would
_______________________________________________________________________

Participants then pin their sheet of newsprint to the front of their bodies so that everyone may see how the person responded.

4) Before each participant introduces him or herself to another, one facilitator gives a brief lecture regarding practical listening and communication skills. Incorporated into this is a demonstration using two other facilitators demonstrating how these skills are used.

5) Participants then stand and are led through a mingling process consisting of:
   (a) walking around room, head down, hands behind back
   (b) walking around room, head up, hands loose at side
   (c) walking around room, two opposite circles, make eye contact with those in other circles
   (d) walking around room, wave and make eye contact
   (e) walking around room, say “Hi, how are you?” to those in the opposite circle
   (f) walking around room, shake hands and say “Hi,” to those in opposite circle
6) Participants are then divided into pre-determined dyads and are instructed to
learn more about their partners via the symbolic representation of the partner on
newsprint and the answers to the three questions.

7) When finished, the group then sits in a large circle and each participant introduces
his or her partner to the group using the information gleaned.

**Activity 2  "Lifeline"**

**Purpose:** To get participants involved in an out-of-doors activity; to make each of
them feel like a part of the group.

**Supplies:** none needed for this activity.

**Procedure:**

(1) If weather is favorable, then participants are taken outside and instructed to form
a long line by holding hands.

(2) The participants are then led around the grounds so that the area may be
explored.

**Note:** This activity may be done blindfolded.

Afterwards participants discuss how the activity made them feel.

**LUNCH could be scheduled at this point.**
Confrontations! Decisions! Pressures!

Activity 1 “Problems, Problems, Problems”

Purpose: To demonstrate and discuss various situations when individuals face dilemmas that involve decision-making.

Supplies: • chalkboard
          • chalk
          • several chairs for demonstrators

Procedure: Brief lecture interspersed with pre-planned vignettes and processing of vignettes. One facilitator is responsible for the continuity of the brief lecture while the other facilitators act in the vignettes.

(1) Brief lecture #1 This brief lecture #1 concerns pressure situations we all face where we must make decisions. Included is information dealing with these questions:
   (a) How do I know I'm making the right decision?
   (b) Am I making my own decision or doing what someone else wants all the time?
   (c) How do I know I'm making the right decision?
   (d) What about the consequences of my decision?

(2) Corresponding vignette. It is Saturday night. A guy and girl have just recently met and are sexually attracted towards each other. The guy pushes for sexual involvement, but the girl holds back. They resolve this pressure and plan to meet the next night when the guy is off work.

(3) Processing of above vignette. This may be done by dividing the participants into small groups.
(1) **Brief lecture #2** This brief lecture #2 concerns pressure from authority figures. Included is information answering these questions:

(a) Is authority a threat to me?
(b) How do I handle a situation when I know I'm correct and the authority figure is wrong?
(c) Is respect for authority necessary?
(d) What kinds or levels of authority are there?

(2) **Corresponding vignette.** It is Sunday afternoon. The guy goes to work the next day. His female supervisor asks him to work overtime that night because of the large shipment of goods which just arrived for Christmas and which need to be unloaded because the truck must be in Denver the next day. The guy doesn't want to stay because he has made a date to meet the girl that same night.

(3) **Processing of above vignette.** This may be done by dividing the participants into small groups.

(1) **Brief lecture #3** This talk concerns the problem of peer pressure; particularly, whether or not to release information to a friend and if this information will hurt the friend and destroy the relationship. Included is information concerning these questions:

(a) What are the boundaries and limitations of friendship?
(b) What information remains private in a friendship?
(c) How influential are our friends on our thoughts and actions?

(2) **Corresponding vignette.** It is Monday morning. The girl picks up her friend for work. The girl is in a disheveled state and late because of her enthusiasm for sexual involvement with the guy, she forgot extra clothing and makeup. As the conversation proceeds; it is learned that the girl lied to her parents as to where she
was going to be that night. Later in the conversation, she learns from her friend that the guy had lied to her concerning his past involvements.

(3) **Processing of above vignette.** This may be done by dividing the participants into small groups.

******************************************************************************************

(1) **Optional Brief lecture (If there is available time).** This concerns the problem of parental pressure.
Included is information answering these questions:
(a) What to do when a parents finds out that I lied?
(b) Why did I have to lie to a parent in the first place?
(c) How can I re-establish relationships with parents?

(2) **Corresponding vignette.** It is Monday night. The girl arrives home after work. She hasn’t been home since Sunday morning. Her father discovered during this time that she had lied to him concerning her whereabouts.
BREATHERS

Activity 1 “Hum Dinger”

Purpose: To divide participants into small-groups assignments.

Supplies:
Slips of paper for each participant with one of these tunes written on it:
- Row, Row, Row Your Boat
- Jingle Bells
- Happy Birthday
- Three Blind Mice

Procedure:
1) Each person is given a slip of paper with one of the above tunes written on it.

2) Participants are then instructed to mingle around the room: humming their tune until all others are found who are humming the same tune. Those singing the same tune constitute a group. Facilitators for each group join in also.
Activity 2 “The ‘Poe’ Spooks”

Purpose: To allow individuals to feel relaxed with other small group members. To encourage cohesiveness through competition.

Supplies:
- volume of Edgar Allen Poe Poetry
- chalkboard (for writing Edgar Allen Poe selections)
- chalk
- paper
- container (or hat) for slips or paper

For each group, the following props be used:
- 1 pillow case
- 2 candles
- 1 rose

Procedures:
1) Each group picks out one story title from a hat (or similar container) which contains about 10 Edgar Allen Poe titles.

2) Each group is then given 15 minutes to determine how to present this title to the others. Each group should go to a separate room, if possible, to do this.

3) Each group then presents their title to the whole group. Other small groups try to guess the title, but must arrive at one group decision and must write it down on paper.

4) The group presenting the title is encouraged to do the best job possible because they receive the same number of points as the team with the correct guess. It is possible that two or more teams may guess correctly; if this happens, then all receive proper points.
5) If the title isn’t guessed correctly on the first try, the group presenting the title has two minutes to restructure themselves and then present it again.

6) Points are based on a declining scale:
   - 1st round  3 points
   - 2nd round  2 points
   - 3rd round  1 point
SECOND DAY

SMALL-GROUP DISCUSSIONS

Activity I “Small-Groups”

Purpose: To allow individuals to pursue in-depth in the following topics:

(1) assertion
(2) frustrations

Supplies: For each small group, the following is recommended:

• newsprint pad
• markers for everybody

Procedure: In each small group, the following is done:

(1) One facilitator gives a brief lecture on Assertion Theory (see Appendix). Emphasis is made on the difference between

• assertion
• aggression
• non-assertion

(2) Group members then role-play these situations, demonstrating their actions in each of the above mannerisms:

   (a) Situation: A policeman stops you for speeding. How would you act if you were
       • aggressive
       • assertive
       • non-assertive

   (b) Situation: You haven’t had a raise in pay for two years. You ask your boss for one. How would you act if you were
       • aggressive
       • assertive
       • non-assertive
(3) The facilitators then should pass out three copies of each Frustrations and Tensions cartoon (see Appendix). Ask each participant to react to each situation if he were
  • aggressive
  • assertive
  • non-assertive

Activity 2 “Impromptu Argument”

Purpose: To allow participants to experience a real situation where arguments are taking place and responses are mishandled.

Supplies: None needed for this activity; however, it should be noted that the following explanation refers to the fact that two facilitators had just prepared the lunch for the group.

Procedure:
(1) Facilitator #1 in a kidding fashion, but seriously, says he didn’t like the way the tacos were made; they’re not the real Mexican tacos that he was used to. Facilitator #2 is defensive and Facilitator #3 quite hurt because they were the ones who prepared the meal. Facilitator #3 states that she took the time to make the food and even though it is a simple meal she’s proud of her work. General conversation occurs among the others about tacos, Mexican food, ethnic food, etc. The point is brought up again and now Facilitator #2 gets angry. Facilitator #3 starts to cry and runs out of the room. Other facilitators mention they’re losing their appetite.

(2) Process the above situation; draw parallels to other everyday situations, etc.

(3) After this, break the participants back up into their small groups.
Activity 3 “Small Groups”

Purpose: To continue small-group discussions from before. This time the focus is on the areas of anger and frustration (as just demonstrated).

Supplies: For each small group, the following is recommended:
- newsprint pad
- markers for everybody
- copies of Anger Inventory

Procedure:
(1) The Anger Inventory (see Appendix) is passed out to each participant.

(2) Each person fills it out. It is suggested that the facilitators do not fill this out; rather, as the Inventory is processed, they should add personal experiences and comments.

(3) One facilitator then goes over the scoring.

(4) A discussion is held regarding everyone’s answers, personal experiences how to apply what they have learned to their own life, etc.
Activity 4 “It’s Not Fair”

(OPTIONAL: This activity depends on obtaining an out-of-print movie. It is recommended that facilitators design another activity.)

**Purpose:** To view, as a whole group, situations demonstrating topics covered throughout the day. To discuss these as a group; to allow the group to look at situations important to them.

**Supplies:**
- the movie “It’s Not Fair”
- film projector
- screen

**Procedure:**
1. Show the movie “It’s Not Fair”.
2. Open discussion concerning the movie and its relationship to participants’ lives.
THIRD DAY

MOVIN’ ON UP

Activity 1 “Aloha”

Purpose: To strengthen individual’s self-perception, to prepare for implementing strategies into daily lives, and to draw retreat activities to a unified close.

Supplies: For each small group, the following is suggested:
- newsprint
- one marker (for recorder)

Procedure:
1. Participants are divided into their small group.
2. A group poem is then developed which includes all participants names and some positive statement concerning the person’s participation, growth, personality, etc.
3. Participants then meet as a whole group. The group poems are read aloud to everybody.

Activity 2 “Movin’ On Up”

Purpose: To verify each person’s self-esteem, and to draw the group together as the retreat closes.

Supplies: • diplomas, which have been previously prepared with each participant’s name and quality on it. If the facilitators choose to do so, they may wish to dress for this commencement exercise by wearing gowns, etc.

Procedure:
1. This activity is introduced as a commencement exercise.
2. Each person, after his name is called, walks across the stage, receives his diploma, and is congratulated on his particular achievement.
Appendices

Introduction & List of Sources

Included here are copies of the following activities:

• Assertion Theory
• Frustrations and Tensions
• Inventory of Anger Communication (IAC)
• Check Yourself Out

These activities, it should be noted, are directly from various annual handbooks for Group Facilitators published by University Associates, La Jolla, California.

The movie IT’S NOT FAIR may be obtained from CRM productions.

(Editor’s note: Due to the fact that this workshop was developed in 1976, the movie may not be available.)

Copyright permission received for the following materials included herein:


3. "Inventory of Anger Communication (IAC) (pp. 81-85) of The 1976 Annual Handbook for Group Facilitators). Further copies of this instrument may be obtained directly from Hillard J. Bienvenu, Sr., Ph.D., Counselor and Communication Consultant, 710 Watson Drive, Natchitoches, Louisiana 71457.
Appendix A: Assertion Theory

Copyright 1976 University Associates, Inc.

A friend asks to borrow your new, expensive camera...Someone cuts in front of you in line...A salesperson is annoyingly persistent...Someone criticizes you angrily in front of your colleagues.

For many people these examples represent anxious, stressful situations to which there is no satisfying response. One basic response theory being taught more and more frequently in training programs is a theory called Assertiveness or Assertion.

Some important aspects of Assertion Theory include (1) the philosophy underlying assertion, (2) the three possible response styles in an assertive situation, (3) some means of outwardly recognizing these response styles, (4) some functional distinctions between the three styles, and (5) the six components of an assertive situation.

THE PHILOSOPHY OF ASSERTION

Assertion theory is based on the premise that every individual possesses certain basic human rights. These rights include such fundamentals as “the right to refuse requests without having to feel guilty or selfish,” "the right to have one’s own needs be as important as the needs of other people,” “the right to make mistakes,” and "the right to express ourselves as long as we don’t violate the rights of others" (Jakubowski-Spector, in press).

THREE RESPONSE STYLES

People relate to these basic human rights along a continuum of response styles—non-assertion, assertion, and aggression.

Assertion

The act of standing up for one’s own basic human rights without violating the basic human rights of others is termed assertion. (Jakubowski-Spector, 1973). It is a response style that recognizes boundaries between one’s individual rights and those of others and operates to keep those boundaries stabilized.
When one of her friends asked to borrow Jan's new sports car for a trip, she was able to respond assertively by saying, "I appreciate your need for some transportation, but the car is too valuable to me to loan out." Jan was able to respect both her friend's right to make the request and her own right to refuse it.

**Non-assertion**
The two alternative response styles represent an inability to maintain adequately the boundaries between one person's rights and those of another. Non-assertion occurs when one allows one's boundaries to be restricted. In Jan's case, a nonassertive response would have to loan the car fearing that her friend might perceive her as petty or distrustful, and to spend the rest of the afternoon wishing she had not. Thus, Jan would not have been acting on her right to say no.

**Aggression**
The third response style, aggression, takes place when one person invades the other's boundaries of individual rights. Aggression, in Jan's case might sound like this: "Certainly not!" or "You've got to be kidding." Here, Jan would be violating the other person's right to courtesy and respect.

**RECOGNIZING RESPONSE STYLES**
Some helpful keys to recognizing these non-assertive, assertive; and aggressive response styles in any given situation are (1) the type of emotion experienced, (2) the nonverbal behavior displayed, and (3) the verbal language used.

**Emotion**
The person responding non-assertively tends to internalize feelings and tensions and to experience such emotions as fear, anxiety, guilt, depression, fatigue, or nervousness. Outwardly, emotional "temperature" is below normal, and feelings are not verbally expressed.

With an aggressive response, the tension is turned outward. Although the aggressor may have experienced fear, guilt, or hurt at one time in the interchange, this feeling has either been masked by a “secondary” emotion such as anger, or it
has built up over time to a boiling point. In an aggressive response, the person's emotional temperature is above normal and is typically expressed by inappropriate anger, rage, hate, or misplaced hostility—all loudly and sometimes explosively expressed.

In contrast to the other two response styles, an individual responding assertively is aware of and deals with feelings as they occur, neither denying himself the right to the emotion nor using it to deny another's rights. Tension is kept within a normal, constructive range.

**Nonverbal Behavior**
Each response style is also characterized by certain nonverbal or body-language cues. A non-assertive response is self-effacing and dependent, it “moves away” from a situation. This response may be accompanied by such, mannerisms as downcast eyes, the shifting of weight, a slumped body, and wringing of hands, or a whining, hesitant, or giggly tone of voice.

Aggression represents a nonverbal "moving against" a situation; it is other-effacing and counter-dependent. This response may be expressed through glaring eyes, by Leaning forward or pointing a finger, or by a snickering, or haughty tone of voice.

Assertion instead, faces up to a situation and demonstrates and approach by which one can stand up for oneself in an independent or interdependent manner. When being assertive, a person generally establishes good eye contact, stands comfortably but firmly on two feet with hands loosely at the sides, and talks in a strong, steady tone of voice.

**Verbal Language**
A third way of differentiating between assertion, non-assertion, and aggression is to pay attention to the type of verbal language being used. Certain words tend to be associated with each style.

Non-assertive words can include qualifiers, (“maybe,” “I guess,” “I wonder if you could,” “would you mind very much,” “only,” “just,” “I can’t,” “don’t you think”)
fillers ("uh," "well," "you know," "and") and negaters ("it’s not really important," "don’t bother").

Aggressive words include threats ("you'd better," "if you don't watch out") put downs ("come on," "you must be kidding,"), evaluative comments ("should," "bad"), and sexist or racist terms.

Assertive words may include "I" statements ("I think," "I feel," "I want"), cooperative words ("let's," "how can we resolve this"), and empathic statements of interest ("what do you think," "what do you see").

Emotional, nonverbal, and verbal cues are helpful keys in recognizing response styles, but they should be seen as general indicators and not as a means of labeling behavior.

**FUNCTIONAL DISTINCTIONS**

Outwardly, the three response styles seem to form a linear continuum running from the non-assertive style, which permits a violation of one’s own rights, through the assertive style; to the aggression position, which penetrates a violation of another’s rights.

Functionally, however, as indicated in Figure 1, non-assertion and aggression look both very much alike and very different from assertion. Non-assertion and aggression are dysfunctional not only because they use indirect methods of expressing wants and feelings and fail to respect the rights of all people, but also because they create and imbalance of power in which the two positions may mix or even change positions with each other. In refusing to stand up for his or her rights, the non-assertive responder creates a power imbalance by according everyone else more rights than himself, while the aggressive responder creates a power imbalance by according himself more than his or her share of rights.

This power imbalance is unstable; the restricted non-assertive responder can accumulate guilt, resentment, or fear until he or she becomes the aggressive
The mixed, or indirect, response can range from guilt induction to subversion in style and is represented in figure 1 by the broken line area.

Components of an Assertive Situation
Assertion theory can be helpful in situations in which a person is anxious about standing up for his basic human rights. These situations include saying yes and no with conviction, giving and receiving criticism, initiating conversations, resisting interruptions, receiving compliments, demanding a fair deal as a consumer, dealing with sexist remarks, and handling various other specific situations encountered in one’s personal, social, and professional life.

A person may feel capable of being assertive in a situation but make a conscious decision not to be so, because of such things as power issues or the time or effort involved. Before making a decision to be assertive, it is helpful to examine the six components of an assertive situation:

1. The potential asserter’s basic human rights and level of confidence that he or she has these rights;
2. The specific behavior to which the potential asserter is responding;
3. The potential asserter’s feeling reactions to this specific behavior;
4. The specific behavior the potential asserter would prefer;
5. The possible positive and negative consequences for the other person if he or she behaves as the potential asserter wishes the person to behave;
6. The potential consequences of the assertive response for the potential asserter.

Once the situational assertive components have been determined, assertion training techniques provide a means of formulating, and enacting an assertive response.

CONCLUSION
Assertion theory offers a model for those who wish to stand up for their own rights without violating the human rights of others. It is a model that can be used in all types of situations--personal, professional, and social--to facilitate honest, direct, functional communication.

Colleen Kelley
References


Other Readings


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Appendix B: FRUSTRATIONS AND TENSIONS

Goals

- To help participants to become aware of their responses to tense, frustrating situations.
- To study alternative responses to such situations.

Group Size
Six to 12 participants. A number of groups may be directed simultaneously in the same room.

Time Required
Approximately 45 minutes.

Materials Utilized
1. Frustrations and Tensions Worksheet I (attached).
2. Frustrations and Tensions Worksheet II (attached).
3. Pencils

Physical Setting
Groups should be seated around tables, or lapboards should be provided.

Process
1. The facilitator explains the goals of the experience.
2. Worksheet I is handed to each of the participants, and they are instructed to fill in the missing dialogue in the two cartoons and to briefly note the assumptions that they are making about each situation.
3. Each group then discusses the responses made by its members to each of the situations, exploring the probable effects of each response.
4. Worksheet II is distributed. Again each participant works independently on the two situations depicted in the cartoons.
5. Groups discuss members’ responses to the second set of situation and try to derive generalizations about effective responses in tense, frustrating interpersonal situations.
6. The facilitator opens the discussion to all participants, drawing out the generalizations from each of the groups.

An alternative approach would be to have group members create their own cartoons on posters. These may be instances in which they have been actually frustrated and/or tense. Group members may suggest responses, and the group member who was actually involved may compare the response which he actually made to what is suggested.

Another variation might be to use the cartoons as a vehicle for feedback; to individual group members. Members may be asked to predict what one particular member might say in each of the four situations.
Frustrations & Tensions Worksheet 1

Dammit Smith, why can't you ever think ahead!

Assumptions that you made about the situation:
Frustrations and Tensions Worksheet II

Assumptions that you made about the situation:
Appendix C: INVENTORY OF ANGER COMMUNICATION (IAC)
Millard J. Bienvenu, Sr.
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Anger is a very basic human emotion that plays an important role in the way we communicate with others. This inventory offers you an opportunity to make an objective self-study of how anger affects you and how you deal with it in your daily contacts with others. This increased awareness on your part may provide insight and clues for feeling more comfortable with yourself and improving your relationships with others. Please do not make your name on this form; if any of the questions are offensive to you, feel free not to answer them.

******************************************************************************************

Directions:
• Please answer each question as quickly as you can according to the way you feel at the moment (not the way you usually feel or felt last week).
• Please do not consult with anyone while completing this inventory. You may discuss it with someone after you have completed it. Remember that the value of this form will be lost if you change any answer during or after the discussion.
• Honest answers are necessary. Please be as frank as possible, since your answers are confidential.
• Use the following examples for practice. Put a check (√) in one of the three blanks on the right to show how the question applies to your situation.

<table>
<thead>
<tr>
<th></th>
<th>Yes (usually)</th>
<th>No (seldom)</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a tendency to take digs at others?</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you get very very upset when someone disagrees with you?</td>
<td></td>
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</tbody>
</table>

• The Yes column is to be used when the question can be answered as happening most of the time or usually. The No column is to be used when the question can be answered as seldom or never.
• The Sometimes column should be marked when you cannot definitely answer Yes or No. Use this column as little as possible.
• Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way you feel at the present time.
END OF DIRECTIONS
**Inventory of Anger Communication**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (usually)</th>
<th>No (seldom)</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you admit that you are angry when asked by someone else?</td>
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<tr>
<td>2. Do you have a tendency to take your anger out on someone other than the person you are angry with?</td>
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<td>3. When you are angry with someone, do you discuss it with that person?</td>
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<tr>
<td>4. Do you keep things in until you finally explode with anger?</td>
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<tr>
<td>5. Do you pout or sulk for a long time (a couple of days or so) when someone hurts your feelings?</td>
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<tr>
<td>6. Do you disagree with others even though you feel they might get angry?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Do you hit others when you get angry?</td>
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<tr>
<td>8. Does it upset you a great deal when someone disagrees with you?</td>
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<tr>
<td>9. Do you express your ideas when they differ from those of others?</td>
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<tr>
<td>10. Do you have a tendency to be very critical of others?</td>
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<tr>
<td>11. Are you satisfied with the way in which you settle your differences with others?</td>
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<tr>
<td>12. Is it very difficult for you to say nice things to other people?</td>
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<tr>
<td>13. Do you have good control of your temper?</td>
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<tr>
<td>14. Do you become depressed very easily?</td>
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<tr>
<td>15. When a problem arises between you and another person, do you discuss it without losing control of your emotions?</td>
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<tr>
<td>16. Do you have a tendency to criticize or put down other people?</td>
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<tr>
<td>Question</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>17. When someone has hurt your feelings do you discuss the matter with that person?</td>
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<tr>
<td>18. Do you have frequent arguments with others?</td>
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<tr>
<td>19. Do you often feel like hitting someone else?</td>
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<tr>
<td>20. Do you, at times, feel some anger toward someone you love?</td>
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<tr>
<td>21. Do you have a strong urge to do something harmful?</td>
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<tr>
<td>22. Do you keep your cool (control) when you are angry with someone?</td>
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<tr>
<td>23. Do you tend to feel very bad or very guilty after getting angry at someone?</td>
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<tr>
<td>24. When you become angry, do you pull away or withdraw from people?</td>
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<tr>
<td>25. When someone is angry with you, do you automatically or quickly strike back with your own feelings of anger?</td>
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<tr>
<td>26. Are you aware when you are angry?</td>
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<tr>
<td>27. Provided the timing is appropriate, do you express your angry feelings without exploding?</td>
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<tr>
<td>28. Do you tend to make cutting remarks to others?</td>
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<td></td>
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<tr>
<td>29. Do you control yourself when things do not go your way?</td>
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<tr>
<td>30. Do you feel that anger is a normal emotion?</td>
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</tbody>
</table>

Please go back and circle any questions that were not clear to you. See the next page for the scoring key to this questionnaire.

INVENTORY OF ANGER COMMUNICATION  SCORING KEY


Instructions: Look at how you responded to each item in the IAC. In front of the item write the appropriate weight from the table on this page. For example, if you answered “Yes” to item 1, you would find below that you get three points; write the number in 3 in front of item 1 in the inventory and proceed to score item 2. When you have finished scoring each of the thirty items, add up your total score.

Scoring Interpretation
Generally, the higher the sum of scores, the more effectively you are handling your angry feelings. Review your answers to each item to see if a pattern of anger expression can be discerned. Attend carefully to the items you marked “sometimes”; they may indicate areas for explanation and work. Discuss your inventory with someone who knows you well for a perception check.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>0</td>
<td>2</td>
<td>16.</td>
<td>0</td>
<td>3</td>
<td>1</td>
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<tr>
<td>2.</td>
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<td>3</td>
<td>1</td>
<td>17.</td>
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<tr>
<td>3.</td>
<td>3</td>
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<td>4.</td>
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<td>3</td>
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<td>20.</td>
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<tr>
<td>6.</td>
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<td>0</td>
<td>2</td>
<td>21.</td>
<td>0</td>
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<td>7.</td>
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<td>22.</td>
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<tr>
<td>8.</td>
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<td>23.</td>
<td>0</td>
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<td>1</td>
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<td>1</td>
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<td>3</td>
<td>1</td>
<td>25.</td>
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<td>3</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>3</td>
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<td>2</td>
<td>26.</td>
<td>3</td>
<td>0</td>
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<tr>
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<td>27.</td>
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</tr>
<tr>
<td>13.</td>
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<td>0</td>
<td>2</td>
<td>28.</td>
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<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>0</td>
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<td>1</td>
<td>29.</td>
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<tr>
<td>15.</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>30.</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Totals

(Norms for the Inventory of Anger Communication are not available currently. If you are interested in norm development or more technical information on the inventory, contact the author.)

The Clearinghouse www/utexas.edu/student/cmhc/clearinghouse/ 37.
Appendix D: CHECK YOURSELF OUT

Directions: Please write down the first thing that comes to your mind when you read the following words or phrases. Be honest with yourself in order to gain the most from this exercise.

1. When people get mad they should . . .

2. Feeling angry is . . .

3. People who get angry are . . .

4. When I get angry I . . .

5. I get angry when . . .

6. People make me angry when . . .

7. When my father got angry he . . .

8. When my mother got angry she . . .

9. The best way to describe myself is . . .

GENERAL INFORMATION
My age_______ Sex: ___Male ___Female Education______________
Occupation_________________ Religion________________________
My marital status: ___single ___married ___divorced ___separated ___widowed
In my family, I am (was) the :
___Oldest child ___Middle child ___Youngest child ___Only child
While I was growing up, my parents were:
___Married and living together ___Separated/divorced ___One or more deceased