TITLE: Go-Around Exercises

OBJECTIVE: To allow every member of the group to participate at least once during each group meeting.

PROCEDURE: The facilitator, or another group member, picks the day's topic, gives his/her response and then passes to the person on his/her left or right. Allow only a couple of minutes to each person. After one has spoken, the facilitator and group may choose to respond and return to one or more members. (It is recommended that the group use the same one or two topics consistently.)

Possible go-around examples. Choose one or invent one of your own to try.

GO-AROUND TOPICS

1. Briefly share individual "high" and "low" since the last meeting.

2. Introduce yourself and share how you are feeling on a scale from one to ten, with ten being terrific.

3. Share a significant thing that happened to you this week.

4. Share an important thing you discovered about yourself this week.

5. What new risk did you take this week and what were the results?

6. Observe three minutes of silence then share what is going on inside.

7. Share a new behavior you tried this week and tell us how it worked.

8. A person I feel safe with
9. A time when I listened well to someone

10. A time when someone wouldn't listen to me

11. Something that really bothers me

12. Something I knew I could do

13. A time someone betrayed my trust

14. I observed a conflict

15. The time someone was really mad and having trouble, so I helped them

16. The time someone really put me down but I think I handled it well

17. Something I didn't mean to say or do that made somebody mad at me

18. The day someone took something away from me

19. The time when someone I thought was funny made someone else mad

20. A time when I was involved in a misunderstanding

21. A time when I played a game and the other side won

22. Have students describe themselves or others in terms of an object.

23. An effective go-around is a combination opening and closing ritual. At the end of group go-around, each member makes a contract - a small one - for a risk he/she plans to take for personal growth during the coming week. When the group convenes the following week, go around the group and check on how each member did with the contract he/she made.
24. There are also go-arounds to facilitate group interaction and to promote feedback.

A. Let's go around and we'll each give Joe some feedback about how we see him doing.
B. I'd like to check this out with the group; what do each of you see happening here?
C. Let's go around the group and we'll each give George an idea of what we like best about having him as a group member.

25. Go-around exercises work equally well and are a valuable tool to process the group.

A. How was our meeting today?
B. Did you feel listened to?
C. Was everyone heard?
D. Was it helpful?
E. Group and personal endorsements
**TITLE:** Identification of Feelings

**OBJECTIVE:** Group members will become aware of what feelings are and what words can be used to describe feelings.

**PROCEDURE:**
1. Facilitator begins the session by reading and explaining the essay entitled "Feelings" by E. G. Wishart. (Copy attached.)
2. Go over handout of "Feeling Words."

**MATERIALS:** Student handouts on "Feelings" and "Feeling Words"

---

**FEELINGS**

If we want to be loved, we must reveal ourselves. If we want to love someone, they must allow us to know them.

As obvious as this may be, many of us go through life avoiding such disclosure. In fact, most of us practice concealment by playing roles. We claim to have certain feelings which we actually do not have. We profess to be loving when we are full of hostility; claim to be calm, when in reality anxiety is nearly overwhelming us; and to believe in things when in truth we do not.

Even with those persons we care most about we share little of our true feelings, beliefs or needs. Perhaps because we want so much to be loved we fear the truth that may come with openness and, consequently, we present ourselves as the sort of person we believe would be accepted and loved, and we attempt to hide the things we think would damage that image.

Another reason we try to conceal ourselves is the fear of change. For most people, change is frightening and we want to think of ourselves as "constant." We have molded our image and seemed to believe we are all that we ever would be when in reality our needs, desires, goals, values, behavior, and feelings change with experience and age.
Still another reason we fail to expose our real self is that we don't really know how; we've never been taught how. In fact, we learn more about how to conceal our true identity. The result is that we continue to accept and play our roles. And our society encourages, in fact pressures us, to suppress all of the emotions and characteristics that it considers "unacceptable." Of course, there are times when honest levelung is impossible and role playing is appropriate in the social system we must be part of and which requires certain discipline. The key is "appropriateness" -- to be private when we wish, but also able to be honest and open without fear. We are human beings, alive, always growing and full of feelings -- feelings that may be labeled "comfortable" or "uncomfortable," "pleasant" or "unpleasant" but not "good" or "bad." Feelings are perhaps our most personal possessions and when they are not managed properly, they can be devastating. We must be able to identify our feelings, accept them as an integral part of us, and manage each one as it comes, avoiding suppression when possible, and then go on to the next feeling -- for with certainty, it will come.

E. G. Wishart
### FEELINGS WORDS

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Content</th>
<th>Hopeful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid</td>
<td>Depressed</td>
<td>Hurt</td>
</tr>
<tr>
<td>Aggravated</td>
<td>Disappointed</td>
<td>Impressed</td>
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<tr>
<td>Angry</td>
<td>Disturbed</td>
<td>Indifferent</td>
</tr>
<tr>
<td>Anxious</td>
<td>Dull</td>
<td>Irritated</td>
</tr>
<tr>
<td>Apprehensive</td>
<td>Eager</td>
<td>Knocked down</td>
</tr>
<tr>
<td>At home</td>
<td>Embarrassed</td>
<td>Lukewarm</td>
</tr>
<tr>
<td>Cautious</td>
<td>Encouraged</td>
<td>Mad</td>
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<tr>
<td>Cheered</td>
<td>Excited</td>
<td>Nervous</td>
</tr>
<tr>
<td>Cold</td>
<td>Free-and-easy</td>
<td>Overwrought</td>
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<tr>
<td>Comfortable</td>
<td>Frustrated</td>
<td>Pained</td>
</tr>
<tr>
<td>Concerned</td>
<td>Glad</td>
<td>Playful</td>
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<tr>
<td>Confident</td>
<td>Happy</td>
<td>Pleased</td>
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<tr>
<td>Confused</td>
<td>Harassed</td>
<td>Provoked</td>
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<tr>
<td>Poised</td>
<td>Quiet</td>
<td>Reassured</td>
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<td>Refreshed</td>
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<td>Unburdened</td>
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<td>Uneasy</td>
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<td>Unfairied-against</td>
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<td>Warm</td>
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<td>Weary</td>
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<td>Witty</td>
</tr>
</tbody>
</table>

Feeling (emotion) = Sensitivity, sympathetic, intense physical as well as mental manifestation.

### ANGER
- Displeased
- Indignant
- Exasperated
- Irritated
- Annoyed

### HAPPY
- Pleasure
- Contentment
- Glad
- Joyous

### SAD
- Sorrowful
- Melancholic
- Low Spirit
- Mournful
- Depressed

### AFRAID
- Fear
- Frightened
- Timid
- Alarmed
- Apprehensive

### ASHAMED
- Embarrassed
- Humiliation
- Chagrined
- Foolish

### INADEQUATE
- Insufficient
- Lacking
- Incomplete
- Not equal to what is required

### GUILT
- State of having done wrong

### ANXIETY
- Uneasy
- Apprehensive
- Eagerness

### DEPRESSION
- Low Spirits
- Dejection
- Decrease in Function
  "Impression without expression leads to depression"

### RESENTMENT
- An unresolved feeling
TITLE: Working with Feelings

OBJECTIVE: To become more aware of the variety of feelings we experience.

PROCEDURE: Divide the group into dyads or triads with directions to go through as many of the Feeling Open-Ended Statements as possible. Each member responds to a statement before going on to the next statement.

Return to the large group before end of meeting and ask each person to share how he/she felt when identifying situations.

MATERIALS: Handout on "Feeling Open-Ended Statements"

FEELING OPEN-ENDED STATEMENTS

1. I get mad whenever I ...

2. I get angry whenever somebody ...

3. I get mad when my family ...

4. When I get angry, my face ...

5. When I keep anger inside ...

6. When I get angry, I want to ...

7. When I let angry feelings out, I ...

8. I feel afraid when ...

9. When I feel afraid, I ...
10. Sad is feeling like...

11. When I am sad, I like to...

12. When I am sad, I usually...

13. I feel I (can, cannot) tell someone I'm sad because...

14. I feel I (can, cannot) tell someone I'm lonely because...

15. When I tell somebody I'm lonely, I...

16. When I tell somebody I'm sad, I...

17. I'm happy to be with my family when...

18. I dislike being with my family when...

19. When I am happy, I...

20. The last time I was happy, I...

21. Happiness is feeling like...

22. Friends are like...

23. Friendship means...

24. I don't like people to tell me what to do when...

25. I feel I should be able to...
LISTENING FOR FEELINGS

This exercise is called Listening For Feelings. For each of the following statements, discuss what you think the person is really feeling. Ask yourself "What is the underlying feeling here?"

1. The doctor told me to come over here and have all these tests. I'll sit over here and wait until you're ready for me.

2. I can't wait until final exams are over.

3. I am really too busy to take a break now, although I'd love to talk to you.

4. Please put down that newspaper. You never talk to me anymore.

5. I think people are out to get what they can for themselves.

6. Have you heard anything about the new social worker? I'm supposed to see her at three o'clock.

7. Only two more weeks until vacation.

8. My husband is out of work and I don't know how we are going to pay the rent next month.

9. All children steal at that age, don't you think?
**Title:** Ways I Sometimes Feel

**Objective:** To identify vocabulary, situations and choices connected to feelings.

**Procedure:** Students fill in Feelings Grid. This activity could be given as an assignment to be discussed during the next meeting.

**Materials:** Handout on "Ways I Sometimes Feel"

### Ways I Sometimes Feel

<table>
<thead>
<tr>
<th></th>
<th>Words Telling How I Feel When I Am --</th>
<th>Situations That Make Me Feel --</th>
<th>Things I Can Do About Feeling --</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sad</strong></td>
<td></td>
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<tr>
<td>![Sad Icon]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bored</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>![Bored Icon]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afraid</strong></td>
<td></td>
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<tr>
<td>![Afraid Icon]</td>
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<td></td>
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</tr>
<tr>
<td><strong>Jealous</strong></td>
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<td></td>
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<tr>
<td>![Jealous Icon]</td>
<td></td>
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</tbody>
</table>
WAYS PEOPLE DEAL WITH ANGER

ACTOR - Dramatizes, impulsive, hot-headed, throws things, slams doors, may or may not regret actions.

Suggested Alternatives:

1. Chew someone out in front of a mirror.
2. Break pencils.
3. Punch pillows.
5. Cry.
6. Analyze.

BIG TALKER - Verbal explosions, when inappropriate they destroy relationships.

a. Leakers (turn compliments into cuts)
b. Truth-tellers (tell you anything even though it may hurt, as long as it's the truth)
c. Commentators (say the right words, but lack the emotion)
d. Verbal self-hater (tells everyone how he/she has messed up his/her life)
Suggested Alternatives:

1. Listen to yourself and others.
2. Think before speaking.

BLAMER - Blames others, does not accept the responsibility for his/her feelings (looks for others to blame). Sometimes teams up with the self-hater who accepts the blame.

Suggested Alternatives:

1. Write out a situation in which you blamed someone, analyze it to see how the anger was handled and what other ways it could be handled.
2. Avoid using the words you usually use to blame someone.
3. Try a different way of expressing anger.

BODY PERSON - Suppresses anger unconsciously; it comes out in physical symptoms, (when angry the body gets tense - ready for "fight or flight" if the mind says "no, stay calm," there is built up tension and energy with no release). Result - headaches, colds, stomachaches, asthma, arthritis, ulcers, stiff neck. Wants to maintain a good, sweet, kind, lovable self-image.

Suggested Alternatives:

1. Thinking angry thoughts doesn't make you evil. Imagine that you are free to dislike someone, anyone. Who is the first person to pop into your mind?
2. Carry on an imaginary conversation with that person expressing your anger and the reason for it.
3. Turn up TV or stereo full blast and scream until you're hoarse or can't scream anymore.

COMEDIAN - Uses putdowns that are funny to all but the victim; witty, verbal.

Suggested Alternatives:

1. Be conscious of your humor. How much is hurtful? Revengeful?
2. Watch facial expressions of person to whom it is directed. Are laughs genuine?
3. Imagine yourself using different ways of dealing with your anger in a situation where you used hostile humor.

CORNER PERSON - Punished for expressing anger as a child (sit in the corner), secretive, depressed, self-hate, avoids confrontation, never consciously angry at anyone but self.

   a. Drowners - dulls their self-hate with alcohol or drugs
   b. Self-destroyer - depressed, suicidal

Suggested Alternatives:

1. Get alone and write I am angry at _________. Go into detail (why).
2. Complete - I am angry at my mother because ____________.
   Complete - I am angry at my father because ____________.

Everyone feels some anger toward their parents. They're human too. When you can feel angry with them and maybe hate them a little and then go on to accept them and love them, then you can accept and love yourself.

CREATOR - Needs to stir things up, lacks the ability to enjoy peace, creates situations to let off steam, childhood was full of anxiety - learned to use anger as an escape valve, finds scapegoats - harms relationships.

Suggested Activities:

1. Exercise - running, relaxation exercises.
2. Deep breathing - exhale anger until completely empty.
3. Change scapegoats.
4. Analyze.
5. List advantages and disadvantages.
6. Practice using other modes.
DAYDREAMER - (Thinks about situation when angry, imagining that anger was released and came out the winner), fantasizes, if unaware of anger (compulsive) can avoid dealing with the problem by fantasizing its solution (escapist).

Suggested Alternatives:

1. Stop yourself when starting to fantasize, and ask why you're angry, consider confrontation.
2. Make fantasies more in line with real life solutions.

DOER - Works off anger through physical activity or sports - healthiest when anger is recognized. If not recognized, it is escapism. Anger is felt in whole body as well as in the mind.

Suggested Alternatives:

1. Become aware of what's going on in your life that you don't like.

SABOTEUR - Doesn't feel anger and doesn't express anger directly, instead becomes a chronic forgetter, loser, breaker, or is always late, (makes others suffer without being held responsible).Apologizes, gives good excuses, (feels victimized when others get mad, yet gets pleasure from the negative attention). (Is really getting back at parents who didn't pay attention to him/her), chronic interrupting, boredom, sexual tease.

Suggested Alternatives:

1. Analyze the last time you were a saboteur and examine relationship with victim.
2. Imagine being the victim.
3. Complete - I am angry at ______ because ____________.
4. Practice feeling angry - breathing exercise.
STUFFER - Expressions of anger were punished when growing up, so they learned the way to get along, to get love and approval is to be agreeable and nice and hide their true feelings. Sometimes stuffers are overeaters (stuffing food as well as anger). They are afraid that if they start to express anger they will lose control of themselves.

Suggested Alternatives:

1. When fearing losing control, don't stuff, DO! Then when you've worked off the fear, play "worst thing that could happen" game.
<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Dealing With Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE:</td>
<td>To learn to accept our own anger as well as other people's anger and explore alternative ways of expressing anger.</td>
</tr>
<tr>
<td>PROCEDURE:</td>
<td>Group members read the three statements regarding anger. Facilitator leads discussion regarding accepting anger, anger rights, and future choices of handling anger.</td>
</tr>
<tr>
<td>MATERIALS:</td>
<td>Handout on &quot;Dealing with Anger&quot;</td>
</tr>
</tbody>
</table>

**DEALING WITH ANGER**

1. Accept your anger. Say to yourself:

"I'm a person and I'm often frustrated. It follows that I'm often angry."

"I don't hate my anger because it's part of me and I don't hate myself."

"I know things can't always go the way I want them to, but that doesn't mean I don't get angry anyway."

"I'm most angry at the people I love best. If I didn't love them so much, I wouldn't be angry."

"There is no such thing as having no right to be angry; there are only better and worse ways of expressing it."

2. Give friends and family "Anger Rights" — the right to express negative feelings without jeopardizing the relationship. Don't expect them to deal with anger the same way you do.
3. Choices for handling anger in the future:

a. Do what you've always done.

b. Respond to the other person's anger on the basis of what you've learned, allowing their anger patterns to remain unchanged.

c. Encourage the other person to work with you toward a deeper understanding of the anger that arises between you.

1) Trade anger histories (what you have learned about anger as a child)
2) Listen with understanding for their background
TITLE: Identification of Defenses

OBJECTIVE: To be able to recognize the defenses people use to mask their feelings.

PROCEDURE: Go over handout. Direct students to identify their own defenses from the list. After they have completed this, have them determine what feelings were hidden. Solicit comments, examples, etc., from group members.

MATERIALS: Handout on "Defenses"

<table>
<thead>
<tr>
<th>DEFENSES</th>
<th>HOW PEOPLE SEE US</th>
<th>POSSIBLE HIDDEN FEELINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining</td>
<td>Superior</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Justify</td>
<td>Arrogant</td>
<td>Angry</td>
</tr>
<tr>
<td>Intellectualize</td>
<td>Controlled</td>
<td>Sad</td>
</tr>
<tr>
<td>Rationalize</td>
<td>Manipulative</td>
<td>Afraid</td>
</tr>
<tr>
<td>Minimize</td>
<td></td>
<td>Ashamed</td>
</tr>
<tr>
<td>Theorize</td>
<td></td>
<td>Hurt</td>
</tr>
<tr>
<td>Analyze</td>
<td></td>
<td>Guilty</td>
</tr>
<tr>
<td>Switch</td>
<td></td>
<td>Loneliness</td>
</tr>
<tr>
<td>Generalize</td>
<td></td>
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</tr>
<tr>
<td>Glaring</td>
<td>Stubborn</td>
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</tr>
<tr>
<td>Disagree</td>
<td>Defiant</td>
<td></td>
</tr>
<tr>
<td>Sarcasm</td>
<td>Hostile</td>
<td></td>
</tr>
<tr>
<td>Threatening</td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td>Attacking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeing</td>
<td>People - Pleaser</td>
<td></td>
</tr>
<tr>
<td>Flattering</td>
<td>Nice Guy</td>
<td></td>
</tr>
<tr>
<td>Joking</td>
<td>Wishy-Washy</td>
<td></td>
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<tr>
<td>Smiling</td>
<td>Phoney</td>
<td></td>
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<tr>
<td>Apologetic</td>
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</table>
(Take time here for a checkup ... a short discussion about this experience so far. Keep eye contact as much as you can, and try to cover the following points:

How well are we listening?
How open and honest have we been?
How eager are we to continue this interchange?
Do we feel we are getting to know each other?)

The emotion I find most difficult to control is ...
My most frequent daydreams are about ...
My weakest point is ...
I love ...
I feel jealous ...
Right now I'm feeling ...
I'm afraid of ...
I believe in ...
I am most ashamed of ...
Right now I'm most reluctant to discuss ...
Right now this experience is making me feel ...
When I am rejected, I usually ...
I am the happiest when ...
The thing that turns me on the most is ...

(At this point express how you are feeling towards your partner without using words. Afterwards, tell what you intend to communicate. Also, explore how this communication felt.)

The thing I like best about you is ...
Right now I am responding to ...
I want you to ...
TITLE: Individual Goal Setting

OBJECTIVE: To develop a plan to bring about changes important to feeling better about yourself and others. Remember: Plan plans, not results. Goal setting is a process that is linked to self-awareness and acceptance.

PROCEDURE: Hand out worksheets and explain. Each student completes the worksheet and shares with the group.

MATERIALS: Handout on "Individual Goal Setting" and "Planning Forms: Goals" and pencil

INDIVIDUAL GOAL SETTING

I. Identify feelings of discomfort, conflict of values and behavior.

II. Clarify some needs for change.

III. State exactly as possible what you want to change.

IV. List things you can do to bring about the change you want.

V. Consider consequences (pros and cons) of the various alternatives.

VI. Choose a goal (something you will do, not something you will not do).

VII. State goal.

VIII. Check to see if stated goal is:

1. observable behavior
2. measurable
3. possible, realistic
4. important to you
<table>
<thead>
<tr>
<th>DEFENSES</th>
<th>HOW PEOPLE SEE US</th>
<th>POSSIBLE HIDDEN FEELINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimizing</td>
<td>Aloof</td>
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<tr>
<td>Evading</td>
<td>Indifferent</td>
<td></td>
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<tr>
<td>Switching - Shifting</td>
<td>Rejecting</td>
<td></td>
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<tr>
<td>Silence</td>
<td>Sullen</td>
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<td>Withdrawing</td>
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<td>Running - Away</td>
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<td>Angry</td>
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<td>Moralizing</td>
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<td>Rationalizing</td>
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<td>Martyr</td>
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<td>Self-pity</td>
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<td>Justifying</td>
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<tr>
<td>Attacking</td>
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<tr>
<td>Excuses</td>
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</table>
TITLE: Self-Disclosure

OBJECTIVE: To increase self-awareness by taking risks.

PROCEDURE: a. The facilitator makes a brief presentation about self-disclosure, risks, and fears. This activity should be used after the group has been meeting for several sessions and has developed a supportive climate.

b. The facilitator explains that this exercise involves taking risks. The facilitator asks for a member who is willing to share a threat or a fear in his/her life.

c. Other members and the facilitator also have an opportunity to disclose a threat or fear.

d. Facilitator asks group members to process feelings about sharing a fear, a threat. Discussion follows regarding how it felt to share - risks, vulnerability. Facilitator asks questions: Did you learn anything about yourself? About others? Have your feelings changed toward any group members?

e. Variations: Other options for focus of sharing: What was the hardest thing you have done in your life? What do you do to feel good, high? What do you do when you feel crummy, low, or in pain? What do you do when you feel angry? What was your high point for the last week? Your low point? What about yourself do you feel really good about? What about yourself do you feel not so good or crummy about?

MATERIALS: Above questions, or your personal imagination
<table>
<thead>
<tr>
<th>TITLE:</th>
<th>Process of Self-Assessment</th>
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</thead>
<tbody>
<tr>
<td>OBJECTIVE:</td>
<td>To identify personal character defects through specific examples.</td>
</tr>
<tr>
<td>PROCEDURE:</td>
<td>Instruct student to read handout. Initiate discussion by having students remark on personal character defects that apply to the ones listed.</td>
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<tr>
<td>MATERIALS:</td>
<td>Handout on &quot;Process of Self-Assessment&quot;</td>
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**PROCESS OF SELF-ASSESSMENT**

**EXPLANATION:**

1. This process is intended to teach us how to make our self-assessment by way of specific examples.

2. The purpose for the specific self-assessment about our defects is to help us to admit that "this is me," without excuses, denials, or minimizing.

3. This unjudging admission should assist us to accept ourselves as we are, which is the first step toward serenity.

We are being asked to get involved and participate in our own recovery process by citing specific examples as to how the following character defects apply to us. Counselors and clergy are readily available to assist us in this process, particularly in the matters of getting down to specifics (admission) and giving up self-incrimination (self-acceptance).

**CHARACTER DEFECTS**

**FALSE PRIDE:**

This is a deep and abiding tendency to falsely build up our self-image to exaggeration, arrogance, and self-deception. It's a significant part of our denial of reality of who and what we really are.
RESENTMENTS: These are hate, envy, and hostilities that consume us from within and are aroused by real or imagined wrongs or injuries to us. It is a significant demonstration of our inability to forgive, a demonstration of our deep oversensitivity, a total waste of precious energy that is needed to face reality, solve problems, and reconciliations. We do nothing about our destructive anger except feed it from within ourselves and seek revenge from without. It is important that we list each of our resentments against a person, persons, and society in general. It is equally important to come to realize that our resentments are indicators of our own resentful natures; that our real resentment is usually self-directed because of our inability to control outcomes and the actions of others. We are destroying our peace of mind and serenity because other people won't be what we think they should be.

INTOLERANCE: This is a refusal to accept other human beings, beliefs, values, habits, practices, or even conditions of life that differ from our own. It is also the inability to accept the shortcomings and mistakes of others. It is vital that we learn to accept others so we become able to accept ourselves, our own shortcomings, and our own mistakes.

IMPATIENCE: This is similar to resentments and intolerance, but, undoubtedly, more troublesome and uncomfortable in everyday living simply because it happens so frequently. It refers to our difficulty in allowing for any delays on our time, interests, needs, or wants. We're impatient with interruptions, changes in schedules, and even with our own impatience. It's a witness to our lack of involvement with other people and our self-centered lack of concern for anyone but ourselves.

ALIBIS: The tendency to excuse our behavior with self-justification and blaming others. The refusal or inability to accept the responsibility for our own behavior and the resulting consequences. This is denial in its most destructive form because it requires us to be dishonest in our thinking and phoney in the way we present ourselves to others.
PROCRASTINATION: This is like waiting for a miracle tomorrow that really never comes. It's a refusal to be responsible now, for whatever reason. It's putting things off; postponing, no matter who suffers because of our negligence. And, naturally, each procrastination requires a whole series of manipulations. For example, how long did you put off facing the reality of your own lifestyle?
TITLE: Dyadic Encounter

OBJECTIVE: To know another person on a fairly intimate level.

PROCEDURE: 1. State the basic rules as follows:
   a. All the data discussed should be kept confidential.
   b. Each partner responds to each statement before continuing.
   c. Complete statements in the order in which they appear - don't skip items.
   d. You may decline to answer any question asked by your partner.
   e. Stop the exercise when either partner is becoming uncomfortable or anxious.
   f. Either partner can stop the exchange.

2. Give group members dyad rules:
   a. Decide which one of you is to speak first.
   b. The first speaker completes the item in two or three sentences.
   c. The second speaker repeats in his/her own words what the first speaker has just said. The first speaker must be satisfied that he/she has been heard accurately.
   d. The second speaker then completes the item himself/herself in two or three sentences.
   e. The first speaker paraphrases what the second speaker just said to the satisfaction of the second speaker. (It is advisable from time to time to do a summarizing/listening check of what each of you are saying. A simple way to do this is to say to each other: "What I hear you saying is..." This helps to keep a check on the accuracy of your listening and understanding.)

3. Give each person a list of open-ended questions to be used in the dyad.

MATERIALS: Handout on "Open-Ended Questions"
OPEN-ENDED QUESTIONS

My name is . . .
My titles are . . .
Right now I'm feeling . . .
When I think about the future, I see myself . . .

(One of the most important skills in getting to know another person is listening. In order to get a check on your ability to understand what your partner is saying, the two of you should go through the following steps one at a time.)

When I am in a new group, I feel . . .
When I enter a room full of people, I usually feel . . .
When I am feeling anxious in a new situation, I usually . . .
In groups, I feel most comfortable when the leader . . .
In ambiguous (uncertain), unstructured situations, I . . .
Right now I am feeling . . . (look at your partner in the eye while you respond to this item)
The thing that concerns me the most about joining groups is . . .
To me, belonging is . . .
A forceful leader makes me feel . . .

(Do a quick listening check here.)

I like to be just a follower when . . .
The thing that turns me off the most is . . .
I feel most affectionate when . . .
Toward you right now, I feel . . . (establish eye contact and hold your partner's hand while completing this)
When I am alone, I usually . . .
In crowds, I . . .
In a group, I usually get most involved when . . .
To me, taking orders from another person . . .
I am rebellious when . . .
In a working meeting, having an agenda . . .
PLANNING FORMS: GOALS

1. What are at least two specific personal issues of concern that you are willing to work on?

2. Plan: What are at least two specific things which you can do during the next week to work on these issues?

Example: "I'm concerned about my relationship with my brothers and sisters and the lack of time I've spent with them."

Plan: I will plan an outing with them this weekend, either to the zoo, Valleyfair, or to a movie.

SUMMARY OF PROGRESS ON ABOVE GOALS

Signature ___________________________ Date ___________________________
5. under your control
6. time-limited
7. stated with no alternative - no "ifs, ands, or buts" (e.g., I will . . . ). If it is not, modify it so that it is.

1. Something I really am uncomfortable about is: ______________________________________

2. Something I really want to change in my family life, health, behavior, friends, drug/alcohol use, etc., is: ______________________________________

3. Something I am able to do to bring this about is: ______________________________________

4. My goal to make the above change is: ______________________________________
**TITLE:** Whole Person Wheel

**OBJECTIVE:** To develop higher self-worth.

**PROCEDURE:** Group members need to answer the questions under the six categories of a whole person. Each student then shares his/her answers and the facilitator leads the discussion.

**MATERIALS:** Handouts on "Whole Person Wheel Questions" and "Whole Person Wheel"

## WHOLE PERSON WHEEL QUESTIONS

Write "yes" or "no."

### 1. FRIENDSHIPS

Do I have some close, satisfying relationships in which I feel free to share feelings?

Do I have this kind of relationship with the people most important to me?

Have I made any new, close relationships this year?

Do I have a variety of people from whom to get my needs met?

### 2. FEELINGS

Am I able to recognize what I'm feeling?

Do I accept my own feelings, including feelings I don't like such as anger, hurt, self-pity, jealousy, guilt?

Am I able to express my feelings?
Which feelings are more difficult for me to accept and express?

Do I hold others responsible for the way I feel?

Do I let those close to me be responsible for their own feelings?

3. **WILL**

Am I inconsiderate of others to get what I want?

Am I able to ask for what I need and want?

Do I feel used or controlled by anyone?

Am I frequently talked into doing something I don't want to do and then resent it?

Do I avoid making decisions and just let things happen?

Do I take responsibility for others?

4. **MENTAL**

Do I have an open mind?

Am I doing something to develop my mind?

Do I use my imagination to dream and visualize plans before I set goals?

Do I do anything to use my creativity?

Do I act without thinking things through?

Do I think instead of feel?

Do I overwork?
5. **PHYSICAL**

Do I value myself enough to take good care of my body by getting enough exercise, rest, and eating the right food?

Do I have some physical recreation?

Am I satisfied with the way I look?

6. **SPIRITUAL**

Do I have some spiritual values that I feel strongly about and try to live by?

Do I have faith in an "inner resource identified with a power greater than myself?"

Do I know some people whom I consider to be spiritual people?

Do I have resources for seeking spiritual guidance?

After discussing your answers with the group, write down your "personal discoveries" in the "Whole Person Wheel." Make the wheel a reflection of you.
WHOLE PERSON

PHYSICAL

SPIRITUAL

MENTAL

FEELINGS

WILL

FRIENDSHIPS

WHEEL