

New Vision

Anger Management



BUILDING HEALTHIER RELATIONSHIPS

New Vision Anger Management
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Overview

Using the Workbook

The curriculum new vision anger management program resource toolkit collection of strategies for supporting group and program planning. This guidebook augments best practices in the Healthy Relationships curriculum planning with the components of new age program design. In other words, it brings together the ideas of practice and exploration of curricula which is a learner-centered method.

The intent of this toolkit is to be a working resource for the program directors, instruction coordinators and program instructors. The toolkit focuses on instructional approaches and strategies that can be modified to and implemented in the classroom, community, civic groups or organized group programs settings. Also, the tools and plans can be used separately or in conjunction with each of the other components.

Guide Toolkit Content

Instructional Lesson Framework: *This form is to support instructors in implementing calculated curriculum planning using core features for producing extremely self-motivated program /activities.*

Instructional Framework: *This form is to assist instructors in implementation of concepts for each activity in the key component areas:*

- *Find LOVE in the Darkness* or for males *R.A.M.P. (Real AWAKEN Men Pray)* – spiritual grounding
- *Emotional and Physical Health* – understanding of baseline health and emotions is vital for sustained success
- *Building Healthy Relationships*– patterns early in your relationship can establish a solid foundation for the long run
- *Anger Management* - involves identifying anger at an early stage and to express their needs while remaining calm and in control
- *Time Management* – is the process of planning and controlling how much time to spend on specific activities
- *Service learning* – giving back to others is one of the best ways to experience gratitude

Using the Curriculum Maps to Prepare Activities/Lessons: *This form is to assist instructors identify the ways each activity can be implemented.*

Strategies: *These strategies are to assist instructors in using various approaches to deliver a program or activity.*

Key vocabulary: *This glossary serves as a reference for fully understanding and internalizing content used throughout the resource guide.*

Preparation

Starting

Each day's activity needs to have a way of starting and ending.

The strategy can vary from instructor to instructor base on area of expertise. The strategy varies with each group. Consider the following things in starting a lesson or activity:

Room set-up and structure: It is ideal for the group to be in some form of circle, square, or triangle with a writing surface in front of them so that the participants are all facing each other. Participants should be sitting next to each other. Each participant should select a participant lead to serve as the main spokesperson for the group. All vision participant members opinions and input should have equal value and the groups should be encouraged to come to a consensus.

Opening--Set a group intention: Select a spiritual scripture/quote for the group to reflect on in silence for 1 minute and write a personal reflection. Allow one or two vision participants to share their thoughts.

Content:

- Introduction of the lesson
- Preparation for the lesson

What is it?

- Support activities are ongoing activities that participants can work on independently throughout a year individually or with their vision groups. Support activities provide meaningful work for participants when they are planning life goals, when they first get started on the program or when they are "perplexed."
- Provide ongoing activities that are tied to other enrichment activities.

Brain busters: Activities to promote critical thinking skills or prop topics

Activity box:

- △ **Review key vocabulary**
- △ **Explore Scriptural Parables**
- △ **Marketing kits: participants create spiritual marketing material for ideas/products**
- △ **Silent reading or Audible for suggested books**
- △ **Listening stations: Group meet-ups to listen to podcasts or national radio segments on NPR**
- △ **Investigations: Mentor meetings**
- △ **Journals or learning log of what knowledge has been gained**
- △ **Chess, checkers, crossword, Uno, etc. 15 mins max (optional)**

Benefits?

- Develop individual and/or group working skills. Meets the needs of different readiness levels (i.e., participants that are proactive finish task assignments sooner; groups that need a transition activity prior to working on collective goals).

How do you plan for support Activities?

- Defining key component activities to build understanding of task(s); describe the support

activity; how will it be introduced to participants; how will the activity be managed, monitored and evaluated?

Some Support Activities

Culture should be... 1. Experiential, focused on relevant, investigative, and hands-on involvements. 2. Composed on appealing topics that capture participant's imagination. 3. Multi-layered and allow for every type of learner to have an outlet. 4. Attentive to each participant's needs. 5. Concerned with foundational spirituality life, academic skill development (i.e., literacy) and "soft" skills related to life, family and job readiness (i.e., working with others, planning and establishing resources).

Ground Rules

This group is designed to provide emotional, psychological, and moral support for its members. Each of us is encouraged to participate to whatever extent we feel comfortable. The following ground rules facilitate the development of trust in the group and enable us to share our thoughts and feelings with each other.

1. Because confidentiality is essential, we expect that each person will respect and maintain the confidentiality of the group. What is said in the group is not to be repeated or discussed at any other time or place. This is a dying art so let's revive it.
2. We are here to share our own feelings and experiences; we try not to give advice.
3. We each share the responsibility for making this group work exceptionally.
4. We try to accept people, just as they are, and we avoid making judgments.
5. We try to give everyone an opportunity to speak. So please be respectful.
6. We have the right to speak and the right to remain silent. Listen to what your heart is telling you.
7. We give supportive attention to the person who is speaking and avoid side conversations.
8. We avoid interrupting. If we do break in, we return the conversation to the person who was speaking.
9. We have the right to ask questions and the right to refuse to answer. Respectfully decline to answer. Ex. "I prefer to keep that private at this time."
10. We try to be aware of our own feelings. Talking about and being aware of our feelings.
11. We do not discuss group members who are not present.
12. We begin and end our meetings on time.
13. We understand that after the group process has ended that you may feel the need for individual counseling. individual counseling is available.

Note: Balance is created by your own souls' desire, not by an equality of experiences in each area. See Weekly Pie Reflection.

Note: Balance is created by your own soul's desire, not by an equality of experiences in each area. See Weekly Pie Reflection.

Strategies to Improve

OUTCOMES

Instructional Lesson Framework

Vision Participant _____ Unit _____ Instructor _____ Class _____

Essential learning	What life skills, relationship and time management skill do you want to concours? Learn? Change (create a new normal)?
Content (Benchmark)	What do members need to know and be able to reach their goal?
Assessment	What will they be able to do because of what they learned?
Why Do This?	What is the life-long learning benefit for the Vision Group?
Practice Activities and Instructional Strategies	How should your participant design the learning opportunities to allow each member to engage?
Critical Thinking Skills/ Notes	

Facilitate Emotional and Physical Health

Objective:

Understanding of baseline health and emotions is vital for sustained success

Scripture reference: Proverbs 18:13; Proverbs 29:20; Exodus 20:16; Ephesians 4:25

Procedures:

1. Explain the benefits of using the new vision anger management program to participants.
2. Show participants the following parts of the section of the new vision anger management program: “Find LOVE in the Darkness” or for males R.A.M.P. (Real AWAKEN Men Pray); Ground rules.
3. Assist your participants in getting started using the NEW VISION ANGER MANAGEMENT PROGRAM by doing the following:
 - Introduction of program components
 - Selection of facilitators for implementation
 - Establish a timeline
 - Provide a list of optional organizations or mentors
 - Encourage systematic evaluation and monitoring
4. Encourage your participants to consistently use their NEW VISION ANGER MANAGEMENT PROGRAM skills viable by keeping them up to date and referring to them regularly.

Journal Reflection Component

Each participant should be given a day in which they bring in a scriptural reference/spiritual affirmation to be read by them to the class. Preferably with low lighting and read aloud three times slowly with pauses in between each reading to allow the participants to reflect with their eyes closed and the room silent.

Participants should outline the scriptural reference/spiritual affirmation for the day and journal what it means to them.

Time frame: 1 – 5 minutes

Selecting participants in alphabetical or reverse order may work best for grading participation in the activity. Give guidelines for content. (If applicable)

Room Set-up: Should be in a circle, square or rectangular shape with writing surfacing in front of each participant facing the center for group collaboration.

Additional Grading option: Online activity, oral presentation, research, journal reflections, notebook check

**Facilitate *Find LOVE in the Darkness* or for males a *R.A.M.P.*
(*Real AWAKEN Men Pray*)
Spiritual Grounding**

Objective:

Demonstration of knowledge and dedication to furthering your spiritual education

Scripture reference: 2 Corinthians 5:17; Ezekiel 36:25-27; Ephesians 4:22-24

Procedures:

1. Explain the benefits of using the new vision anger management program to participants.
2. Show participants the following parts of the section new vision anger management program: MAP- MASTER ASSIGNMENT PLAN; Ground Rules; Spiritual Grounding; Weekly Pie Reflection
3. Assist your participants in getting started using the new vision anger management program by doing the following:
 - Introduction of program components
 - Selection of facilitators for implementation
 - Establish a timeline
 - Provide a list of optional organizations or mentors
 - Encourage systematic evaluation and monitoring
4. Encourage your participants to consistently use their new vision anger management program by keeping them up to date and referring to them regularly.

Find LOVE in the Darkness Group (Optional) and/or R.A.M.P. (Real AWAKEN Men Pray)

Arrival/ Greeting.....(At this time greetings will happen; the circle will be made for seating)

Sitting in Silence.....(Prep time for discussion that will later happen, mini meditation, allowing self to open from the inside out. 5 mins. w/ light music)

Introductions.....(No more than 10 mins.)

Topic for the Day/Evening.....(Topics will be taken from Manual Monday, {Quote selected by instructor /facilitator} research, or guest speaker)

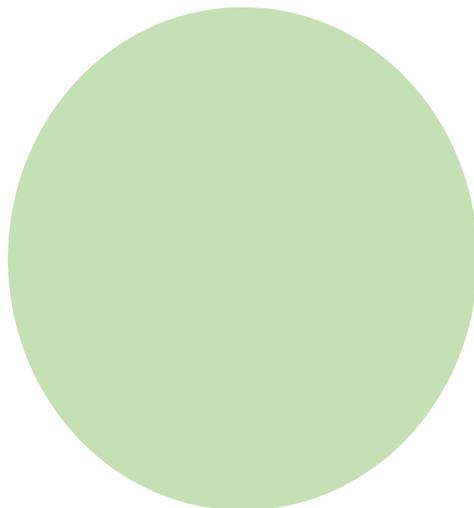
Intimate Dialogue.....(This is similar to a question and answer time; however, it is less based on a right and wrong answer and more about tailoring each experience to each individual person to express their thoughts)

Sitting in silence closing--Mind, Body, Spiritual Fitness Time with God - 5 mins.

Note: This activity can be conducted by Spiritual advisors/mentors/facilitators/instructors as a part of the training component.

Weekly Pie Reflection

(This time will be taken out to review each person's individual well-being at that moment. There are 6 Categories and each one creates harmony and balance in one's life.)



The Balancers of My Life

Directions: The circle is the frame for your weekly pie. In this pie, you will divide it into the 6 categories given. Divide your pie as it is applicable to your life now. Remember no one person's pie is perfect. The overall concept is to become aware of the balancers of our life and apply correction if needed.

- Faith
- Finances
- Career
- Personal
- Academic
- Health

Facilitate Building Healthy Relationships

Objective:

Develop healthy communication and respect

Scripture reference: 1 Corinthians 15:33; Proverbs 14:7; Proverbs 22:24; Proverbs 27:9

Procedures:

1. Explain the benefits of using the NEW VISION ANGER MANAGEMENT PROGRAM to participants.
2. Show participants the following parts of the section of the New vision anger management organizer:
Development plan sheets.
3. Assist your participants in getting started using the NEW VISION ANGER MANAGEMENT PROGRAM by doing the following:
 - Introduction of program components
 - Selection of facilitators for implementation
 - Establish a timeline
 - Provide a list of optional organizations or mentors
 - Encourage systematic evaluation and monitoring
4. Encourage your participants to consistently use their NEW VISION ANGER MANAGEMENT PROGRAM by keeping them up to date and referring to them regularly.

Before moving forward in building or rebuilding healthy relationships it is important to evaluate your current relationships. Use the family-of-origin family tree. In reflecting on significant strategies for developing your relationship it is important to remember that your family dynamics and your upbringing play a role in how most people envision moving forward. Reflect on the values that your parents, guardian or adoptive parents instilled in you or not. Are these values and morals you would like to use in building healthier relationships? Have you discussed these them? To what extent? ***Review the list below and write the first thing that comes to mind. Explore one strategy a day for the first week. Discuss your feeling with the group.***

Career Path _____

Faith _____

Family (cooking, family-of-origin, health issues) _____

Finances _____

Friendships (Social Media) _____

Housing Location _____

Intimacy _____

Kids _____

Which is most important to you? _____

MY FAMILY TREE

Me

sisters

brothers

mom

dad

maternal grandparents

paternal grandparents

great-grandparents

great-grandparents

As you fill in the name of you family members you know, also put the first thought that comes to mind when you think of the person. This will give your greater insight into your family relationships that you may have not considered before. Also, list any health conditions including mental health issues or financial pitfalls for each family member. These attributes shape the way we operate in your own lives.

Attributes of Relationships

- **Trust** – This is the foundation of every good relationship. When you trust your team and colleagues, you form a powerful bond that helps you to work and communicate more effectively. If you trust the people you work with, you can be open and honest in your thoughts and actions, and you don't have to waste time and energy "outwatching your back."
- **Mutual Respect** – When you respect the people who you work with, you value their input and ideas, and they value yours. Working together, you can develop solutions based on your collective insight, wisdom and creativity.
- **Mindfulness** – This means taking responsibility for your words and actions. Those who are mindful are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.
- **Welcoming Diversity** – People with good relationships not only accept diverse people and opinions, but they welcome them. For instance, when your friends and colleagues offer different opinions from yours, you take the time to consider what they have to say, and factor their insights into your decision-making.
- **Open Communication** – We communicate all day, whether we're sending emails and IMs, or meeting face to face. The better and more effectively you communicate with those around you, the richer your relationships will be. All good relationships depend on open, honest communication.

Adam and God as the first model of a functioning relationship

Signs of a Healthy Relationship

Determine if...

- You can be yourself.
- You can stay true to your values.
- They respect what you say.
- You can both agree to disagree.
- You both respect each other's boundaries.
- You are honest in your communication.
- You have fun together.
- Encourage one another.
- Take the time to understand and get to know each other.

Unhealthy attributes...

- Does not respect your thought or feelings.
- Criticize each other or call each other names.
- Try to isolate them from their family and friends.
- Always has to win arguments or discussions.
- Harms or threatens you.
- Force someone to do something against their will.

Discuss any unhealthy signs with the group, healthcare provider or counselor. They can refer you to a community support agency.

List any unhealthy signs you would like to work on:

Facilitate Anger Management

Objective:

Develop understanding of anger triggers for all participants

Scripture reference: Proverbs 14:16-17; James 1:19-20; Proverbs 25:28; Ephesians 4:26

Procedures:

1. Explain the benefits of using the NEW VISION ANGER MANAGEMENT PROGRAM to participants.
2. Show participants the following parts of the section of the New vision anger management organizer:
Development plan sheets.
3. Assist your participants in getting started using the NEW VISION ANGER MANAGEMENT PROGRAM by doing the following:
 - Introduction of program components
 - Selection of facilitators for implementation
 - Establish a timeline
 - Provide a list of optional organizations or mentors
 - Encourage systematic evaluation and monitoring
4. Encourage your participants to consistently use their NEW VISION ANGER MANAGEMENT PROGRAM by keeping them up to date and referring to them regularly.

Anger Management

When dealing with anger consider the following components:

- Understanding your anger
- Interventions for managing anger and conflict
- Understand the difference between anger & abuse

In dealing with your anger explore your thoughts, feelings and actions when anger first accrued in your life and what was the activating event. Did you feel threatened? Were drugs, alcohol or anger the link? What usually triggers you?

Monitor how often you become angry. What can you do to calm down? Is there a body language that indicates when your anger had been triggered? Practice self-talk and time-outs. What activities can you do to de-escalate your anger?

Explore the definition of anger and abuse. Work on owing up to abusive behavior and thoughts.

Facilitate Time Management

Objective:

Develop understanding of prioritizing time for all participants

Scripture reference: Philippians 3:12-14

Procedures:

1. Explain the benefits of using the NEW VISION ANGER MANAGEMENT PROGRAM to participants.
2. Show participants the following parts of the section of the New vision anger management organizer:
Development plan sheets.
3. Assist your participants in getting started using the NEW VISION ANGER MANAGEMENT PROGRAM by doing the following:
 - Introduction of program components
 - Selection of facilitators for implementation
 - Establish a timeline
 - Provide a list of optional organizations or mentors
 - Encourage systematic evaluation and monitoring
4. Encourage your participants to consistently use their NEW VISION ANGER MANAGEMENT PROGRAM by keeping them up to date and referring to them regularly.

Time Management

When contemplating how you will spend your time prioritizing your value and necessity system. Log in things that you have to do first i.e. work, religious, kids' afterschool activities. Then evaluate and prioritize other events.

Use the list below to determine how you would prioritize these items in your life and in your planner. Discuss and explain why your chose the order or structure you did. 1 being the first thing you would add to your planner.

_____ AA meeting

_____ Bible study

_____ College football game

_____ Concert

_____ Counseling appointment

_____ Date night with your spouse

_____ Doctors appointment

_____ Friends birthday party

_____ Gym workout

_____ Night out with your friends

_____ Work

Facilitate Service

Giving back to others is one of the best ways to experience gratitude

Objective:

Develop an appreciation for giving back to those you do not have the ability to give anything back and plan of how to contribute to the world for all participants

Scripture reference: 1Peter 4:9-10; Matthew 20:20-28; Matthew 25:35-36; Galatians 6:9

Procedures:

5. Explain the benefits of using the NEW VISION ANGER MANAGEMENT PROGRAM to participants.
6. Show participants the following parts of the section of the New vision anger management organizer:
Development plan sheets.
7. Assist your participants in getting started using the NEW VISION ANGER MANAGEMENT PROGRAM by doing the following:
 - Introduction of program components
 - Selection of facilitators for implementation
 - Establish a timeline
 - Provide a list of optional organizations or mentors
 - Encourage systematic evaluation and monitoring
8. Encourage your participants to consistently use their NEW VISION ANGER MANAGEMENT PROGRAM by keeping them up to date and referring to them regularly.

Community Service Component

Have each vision participant come up with a community services project idea that can be implemented by them for their community.

Component elements of the project:

- Objective
- Target area: Local, State, Regional, Globally,
- Target group or organization/agency
- Target # of persons to be served
- Contact person (Name, contact number, email address)
- Time of the year to be implemented (Fall, Winter, Spring, Summer)
- Each participant members responsibility
- Project safety aspects to consider / Checklist
- Present the plan to the group (PowerPoint/ other presentation format)

Time frame: 15 – 20 minutes

Selecting participants in alphabetical or reverse order may work best for grading participation in the activity. Give guidelines for content. (if applicable)

Room Set-up: Should be in a circle, square or rectangular shape with writing surfacing in front of each participant facing the center for group collaboration.

Additional Grading option: Oral presentation, Research, Group presentation, Scenario, Simulation, Safety test, Project checklist, Performance tasks

MAP- MASTER ASSIGNMENT PLAN

We as a community have a responsibility to recognize when our fellow brothers and sisters are struggling. Hopefully this will be a segway to a deeper conversation in our community and in the world.

- So now I encourage you to develop you own Master Assignment Plan (MAP) for your life. Now you will have an opportunity to reflect on the pitfalls that have hindered others (class/participant discussion) develop a MAP for you to avoid these diversions. You have various areas that must be included in this plan: spirituality (faith), health, personal growth, relationships, service, finance, career, education (we are lifelong learners).
- Implement a “*Find LOVE in the Darkness*” or for males *R.A.M.P. (Real AWAKEN Men Pray)* group in your community, church community or organization, using the following template (Weekly Pie Chart; Ground Rules). Results will vary and remember to consult a professional if issues are beyond the groups capabilities. It is designed to be a supportive confidential healing environment.

Master Assignment Plan Component

Each student should be asked the question: What do you want most in life? How do you plan on obtaining it? Using the following format:

What mantra aligns with your vision?

Day 1 - What is your Vision/Dream?

Day 2 – How do you plan on achieving your dream?

Day 3 – When do you plane to have this dream a reality (timeline)?

Day 4 - How do you plan on implementing your vision/dream? What do you need to have in place?

What research or education do you need in order to accomplish this dream?

Day 5 – What opposition or challenges may you encounter implementing your plan? What are the possible solutions? How will you evaluate or monitor milestones accomplished?

The class should be instructed to discuss this plan with the vision team **at least once per week**. Each student can be given a day of the week in which to discuss all possibilities of their vision with the Vision team (up to 1 hour).

The students be given an Action Plan sheet to use when discussing their future (personal vison with the Vision Team (*Elements to remember*):

- Affirmations/ Quotes
- Career Goal
- Education
- Financial
- Housing
- Personal (Learn Spanish, play the guitar, etc.)
- Physical health (Walk a mile a day)
- Relationships (Family, social, etc.)
- Spiritual (optional)
- Transportation
- Travel

Room Set-up: Should be in a circle, square or rectangular shape with writing surfacing in front of each student facing the center for group collaboration.

Additional Grading option: Online activity, Research report, Research, Scenario, Safety Test, Project checklist, Performance tasks, Objective Test (It is recommended that the students create an **online survey** to evaluated and/or monitor progress of their **Master Assignment Plan** at periodic timeline set by the vision team leader). Copies of the **pre-post evaluation** should be collected for data studies. See sample **outcomes survey** or create your own.

Master Assignment Plan Component

Date:

[Type the sender company name]

Participant Motto:

Participant leader:

Participant members:

Action Plan

Vision participant thoughts ideas:

Vision participant thoughts plan:

Vision participant thoughts Timeline/Implementation:

Oppositions/Challenges/Solution:

YOUR VISION GETTING STARTED

1. How has your experiences with anxiety, depression or any other mental illness affected your life?

2. What goals have you been able to accomplish despite your struggles?

3. What goals do you have moving forward that you would like to achieve?

4. What supports do you need to put in place in order to meet these goals?

5. What hobbies have you pursued in the past five years?

6. What new hobbies or adventures would you like to participate in in the future?

7. What is your plan for implementing this strategy for pursuing your interests in the future?

7. What are your best attributes?

8. What attributes or skills would you like to work on?

9. What do you need to enhance these skills?

10. Tell me about your most important achievements.

Vision Board Component

The class should be instructed to select one digital image or magazine cut-out (photo, clip art, affirmation, or quote) per day to be included in their vision boards (electronic or physical). The vision boards oral presentations should be completed by each participant. (Optional component for future goals)

The participants should include the following components but may add additional area:

- Affirmations/ Quotes
- Career goal
- Education
- Financial
- Housing
- Personal (Ex. Learn Spanish, play the guitar, etc.)
- Physical health (Ex. Walk a mile a day)
- Relationships (Ex. Family, social, etc.)
- Spiritual
- Transportation
- Travel

Room Set-up: Should be in a circle, square or rectangular shape with writing surfacing in front of each participant facing the center for group collaboration.

Additional Grading option: Online activity, Oral presentation, Research report

Vision Writing Prompt(s)

Scripture Reflection for the week:

Question of the Week?

Something to think about

Something to write about

What is the Tea (Talk)?

Vision Writing Prompt(s)

Scripture Reflection for the week:

Question of the Week?

Something to think about

Something to write about

What is the Tea (Talk)?

Vision Writing Prompt(s)

Scripture Reflection for the week:

Question of the Week?

Something to think about

Something to write about

What is the Tea (Talk)?

Vision Writing Prompt(s)

Scripture Reflection for the week:

Question of the Week?

Something to think about

Something to write about

What is the Tea (Talk)?

	Week 1	Week 2	Week 3	Week 4
15 mins.	Course Introduction (10-mins) Meditation & Intention (5-mins) Session (Scripture for the Day)	Meditation & Intention Session (Scripture for the Day)	Meditation & Intention Session (Scripture for the Day)	Meditation & Intention Session (Scripture for the Day)
15 mins.	Building Healthy Relationships Session (Scriptural reference)	Anger Management Session (Scripture Reference)	Time Management Session (Scriptural reference)	Building Healthy Relationships Session (Scriptural reference)
15 mins.	Four Agreements excerpt (Reflections) Homework-Q's from Mentors	Four Agreements excerpt (Reflections) Homework-Q's from Mentors	Four Agreements excerpt (Reflections) Homework-Q's from Mentors	Four Agreements excerpt (Reflections) Homework-Q's for Mentor Evaluations
	<p>All components work on Building Health Relationships Each participant will provide a scripture (optional) Definite Purpose of Goal(s) for class Scriptural Meditation (M-F)</p>			<p>Emotional Health Physical Health Anger Management Building Healthy Relationships Time management</p>
Needed items:	<p>Notebook with dividers, pen and pencil, flash drive, (computer if applicable), open mind</p>			
	Sample Schedule			

Curriculum Map Anger Management

World Knowledge Curriculum Outline					
Unit Name and Description – Anger Management					
Cluster 2					
Big Ideas/Enduring Understandings				Essential Question(s)	
Understanding of baseline health and emotions is vital for sustained success					
EIN	Standard	Essential Learning		Key Vocabulary	Technology and Resources
		Knowledge	Skills		
		Term Definitions	<u>Compare</u> current knowledge of key words and actual definition	emotional physical health sustained success understanding baseline health emotions vital	Blackriver Laptop or Tablet New Vision Anger management and Depression Projector The Four Agreements
		Implantation of terms	<u>Classify</u> areas of expectations		
			<u>Provide</u> comparative scenario of low expectation(s) vs high expectation(s)		

EIN= Level of Priority, Increased skill rigor, Cognitive rigor, Standard Knowledge Skills Vocabulary Resources

Curriculum Map Time Management

World Knowledge Curriculum Outline					
Unit Name and Description – Time Management					
Cluster 2					
Big Ideas/Enduring Understandings				Essential Question(s)	
Understanding of baseline health and emotions is vital for sustained success					
EIN	Standard	Essential Learning		Key Vocabulary	Technology and Resources
		Knowledge	Skills		
		Term Definitions	<u>Compare</u> current knowledge of key words and actual definition	balance civic engagement needs vs. wants priority service-learning	Laptop or Tablet Planner Projector
		Implantation of terms	<u>Classify</u> areas of expectations		
			<u>Provide</u> comparative scenario of low expectation(s) vs high expectation(s)		

EIN= Level of Priority, Increased skill rigor, Cognitive rigor, Standard Knowledge Skills Vocabulary Resources

Curriculum Map Building Health Relationships

World Knowledge Curriculum Outline					
Unit Name and Description – Building Health Relationships					
Cluster 2					
Big Ideas/Enduring Understandings				Essential Question(s)	
Understanding of baseline health and emotions is vital for sustained success					
EIN	Standard	Essential Learning		Key Vocabulary	Technology and Resources
		Knowledge	Skills		
		Term Definitions	<u>Compare</u> current knowledge of key words and actual definition	building emotional health physical health	Blackriver Laptop or Tablet New Vision Anger management and Depression Projector The Four Agreements
		Implantation of terms	<u>Classify</u> areas of expectations	health mindfulness mutual respect open- communication relationships sustained success trust understanding baseline health emotions vital welcoming- diversity	
			<u>Provide</u> comparative scenario of low expectation(s) vs high expectation(s)		

EIN= Level of Priority, Increased skill rigor, Cognitive rigor, Standard Knowledge Skills Vocabulary Resources

Curriculum Map Service

World Knowledge Curriculum Outline					
Unit Name and Description - Service					
Cluster 2					
Big Ideas/Enduring Understandings				Essential Question(s)	
Provide respectful and considerate service in safe, clean, well-maintained environment. Giving back to others is one of the best ways to experience gratitude.					
EIN	Standard	Essential Learning		Key Vocabulary	Technology and Resources
		Knowledge	Skills		
		Term Definitions	<u>Compare</u> current knowledge of key words and actual definition	giving back experience gratitude	Laptop or Tablet Blackriver New Vision Anger management and Depression The Four Agreements
		Implantation of terms	<u>Classify</u> areas of expectations	provide respectful considerate service	
			<u>Provide</u> comparative scenario of low expectation(s) vs high expectation(s)	safe well-maintained environment	

EIN= Level of Priority, Increased skill rigor, Cognitive rigor, Standard Knowledge Skills Vocabulary Resources

References

King James Version of the Bible

Kruis, John G. (2013) Quick Scripture Reference for Counseling. Expanded Edition.



Ms. Buffie Williams is a former Navy spouse, author, and service entrepreneur. Ms. Williams (Licensed Professional Counselor and Yoga/meditation Instructor) has 19 years plus experience in leading, supervising, administration, training, evaluating and has expertise in yogic exercise, diversity and inclusion, and various other counseling of military connected families and non-military related counseling and academic education on graduate and undergraduate levels to include training roles. She is currently a Military Family Life Counselor at Maxwell/Gunter Air Force Base. She has completed presentations for deployment and reintegration groups to include Active Duty, Guard, Reserve, Civilian DoD, and members from various other branches of the military and federal government agencies and youth classes.

Prior to her current role, she was a Program Coordinator/Curriculum Coordinator at Troy University and Coordinator of Instruction and Guidance at Abraham Baldwin Agricultural College and adjunct instructor for on-site and online courses. Before becoming a contractor under the Department of Defense in 2016, Ms. Williams served her community in private practice. Her practice led her to take a personal pilgrimage to complete the Camino Frances in Spain which broaden her exposure to a variety of cultural settings.

The Camino Santiago de Compostela (the Way of St. James) is a large network of ancient pilgrim routes stretching across Europe and coming together at the tomb of St. James (Santiago in Spanish) in Santiago de Compostela in north-west Spain.

Yearly, hundreds of thousands of people of various backgrounds walk the Camino de Santiago either on their own or in organized groups. People who want to have peace of mind will benefit from an organized tour or a self-guided tour while many will opt to plan the Camino on their own.

The most popular route (which gets very crowded in mid-summer) is the Camino Francés which stretches 780 km (nearly 500 miles) from St. Jean-Pied-du-Port near Biarritz in France to Santiago.

Ms. Williams completed her certificate in Nursing Assistant/Home Health Aide at Trenholm State Community College. She has gone on to earn a Bachelor of Science in Journalism/Advertising, a Master of Science in Community Counseling and Psychology at Troy University and completed 36 hours of Doctorial work at Nova Southeastern University in Higher Education and Organizational Leadership. She has also been the host of the radio show “The New Heights Show on Education” for the New Heights Education Group in Defiance, Ohio.

She is originally from Troy, Alabama and she has lived in Long Beach, California, Chula Vista, California, San Diego, California and Tifton, Georgia with her two children. She has one grandchild. It is her love for God, Family, and Community that keeps her focused on trying to be a positive light in the lives of others. Her mantra is “*Spread your Wings*”.