**Think First**

**“Check Your Learning” Forms**

*The totals in each module add to 10 points. Consider 80% a satisfactory grade. Return to the module content for additional work if there appears to be wide-scale misunderstanding across the group members on a particular item or group of items.*

**Check Your Learning**

Module I – 1

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

1. *Confidentiality* means: (CHECK ONE)
	1. ­­\_\_\_The group leader can never tell anyone what I say in here
	2. \_\_\_The group leader will never tell anyone except to protect me or another person
2. *Confidentiality* means: (CHECK ONE)
	1. \_\_\_Group members should keep private what others say in here
	2. \_\_\_Group member should only tell their closest friends what others say in here
3. If I’m worried about confidentiality, I should… (CHECK ONE)
	1. \_\_\_just not say anything and keep it inside
	2. \_\_\_go ahead and talk about it and trust the group members
	3. \_\_\_speak with the group leader in private first
4. “PCB” means: (CHECK ONE)
	1. \_\_\_Pick and Choose your Buddies
	2. \_\_\_Personal Choice Behavior
	3. \_\_\_Personal Caring Behavior
5. Put a check next to ALL the ones below that are PCB’s:
	1. \_\_\_Doing your seatwork in class
	2. \_\_\_Skipping school
	3. \_\_\_Catching a cold
	4. \_\_\_Beating someone up who disrespected you
	5. \_\_\_Following the rules in this group
6. Consequences…(CHECK ONE)
	1. \_\_\_come before a PCB
	2. \_\_\_come after a PCB
	3. \_\_\_are the same as a PCB
7. Consequences…(CHECK ONE)
	1. \_\_\_are always bad and should be avoided
	2. \_\_\_are always good and should be sought
	3. \_\_\_can be good or bad and short-term or long-term

**Check Your Learning**

Module II – 1

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

1. Check ALL the TRUE statements ONLY:
	1. \_\_\_Anger is the same as aggression
	2. \_\_\_Smart, successful people never get angry
	3. \_\_\_It is possible to be very angry but not aggressive
	4. \_\_\_Sometimes anger is used to help people
	5. \_\_\_Anger is controllable
2. Write a word that describes each of the following:
	1. Mild or low-level anger\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Moderate or medium-level anger\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. Strong or very high-level anger\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Complete this sentence: *“Anger is a feeling that people have when they believe* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Deep breathing and backward counting are known as: (CHECK ONE)
	1. \_\_\_ Anger cues
	2. \_\_\_ Calming cues
	3. \_\_\_Anger reducers
2. Check the ONE correct answer: *Anger cues are felt…*(CHECK ONE)
	1. \_\_\_during the “A – Something Happens” part
	2. \_\_\_during the “B – What I choose to do” part
	3. \_\_\_during the “C – What are the consequences?” part
3. The value of anger cues for anger management is: (CHECK ONE)
	1. \_\_\_ They calm the person down
	2. \_\_\_ They warn the person to use anger reducers
	3. \_\_\_ Both a & b

**Check Your Learning**

Module III – 1

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

1. Check the TRUE statements ONLY:
2. \_\_\_ All anger triggers are the same for everyone
3. \_\_\_ A person can be an anger trigger for another person
4. \_\_\_ A word or a comment can be an anger trigger
5. \_\_\_ Once your anger is triggered, there’s nothing you can do about it
6. If you know that you may come upon a person who is anger trigger in school, you can…
	1. \_\_\_ change your normal habit and avoid the person
	2. \_\_\_ prepare yourself with anger reducers ahead of time
	3. \_\_\_ both a & b
7. Identify two anger triggers for YOU in school:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. True or False: Put a **T or F** in front of EACH

\_\_\_ A person can make themselves more angry by what they think in their head

\_\_\_ A person can make themselves less angry by what they think in their head

\_\_\_ What you think does not affect anger in any way

1. Thinking, *“She’s a bitch!”* is an example of a: (CHECK ONE)
	1. \_\_\_Awfulizing thought trigger
	2. \_\_\_Name-calling thought trigger
	3. \_\_\_Demanding thought trigger
2. Thinking, *“He should give me more respect!”* is an example of: (CHECK ONE)
	1. \_\_\_Awfulizing thought trigger
	2. \_\_\_Name-calling thought trigger
	3. \_\_\_Demanding thought trigger

**Check Your Learning**

Module III – 2

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

1. A good definition of the word “intention” is: (CHECK ONE only)
	1. \_\_\_ When someone purposely tries to get you angry
	2. \_\_\_What I think a person means by his or her actions
	3. \_\_\_ What a person really means by his or her actions
	4. \_\_\_ When you are listening really carefully so you don’t miss anything
2. A good definition of the word “hostile” is: (CHECK ONE only)
	1. \_\_\_ A place to stay on vacation
	2. \_\_\_ Being unfriendly or aggressive
	3. \_\_\_ What someone always means when they bump into you
	4. \_\_\_ None of the above
3. True or False: Put a **T or F** in front of EACH
	1. \_\_\_ Intentions are always easy to figure out
	2. \_\_\_ When judging intentions, it’s best to go with your first idea
	3. \_\_\_ The look on a person’s face can be a clue about his or her intention
	4. \_\_\_ Playful intentions always turn hostile
	5. \_\_\_ If a person’s intentions are hostile, you have to be hostile right back at them
	6. \_\_\_ The person’s body posture can be a clue about his or her intention
4. Check the TRUE statements ONLY*:* ***Using the “stop and think” technique…***
	1. \_\_\_is for punks and losers
	2. \_\_\_can give you time to judge the person’s intention before acting
	3. \_\_\_can stop some, but not all, fights before they happen
	4. \_\_\_works every time

**Check Your Learning**

Module IV – 1

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

True or False: Put a **T or F** in front of EACH

1. \_\_\_ What you say to yourself in your head can either raise or lower your anger level.
2. \_\_\_ People in control of their anger can be more powerful than those out of control.
3. \_\_\_ The other people around you control your anger, not you. You are pretty much in their power.
4. \_\_\_ Showing anger control in school means you are afraid to fight.
5. \_\_\_ Most times, fighting in school turns out bad even if you win the fight.
6. \_\_\_ Fights just happen, without any lead-up or warning signs to prevent them.
7. \_\_\_ Reminders can be used before an anger trigger to prepare yourself to handle it.

Write three possible opportunities that you could use reminders to control your anger in school:

Example: *If I get shoved too hard on the basketball court in gym*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check Your Learning**

Module IV – 2

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

Provide **positive self-control thinking ahead** skills to the following:

1. While sitting in class, another student two rows over disrespects me with a hand sign.

**If I**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**then**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**So I will**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. While standing at my locker, a student who I don’t like brushes past me too close, looks back, and laughs.

**If I**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**then**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**So I will**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. While walking to class, I see a student wearing a very uncommon chain just like one that was stolen from me.

 **If I**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**then**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**So I will**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Consequential thinking is the same thing as:

a.\_\_\_ Reminders

b.\_\_\_ Thinking ahead

c.\_\_\_ Anger reducers

**Check Your Learning**

Module V-1

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

1. This person is a student at this school. Put G next to the student’s possible GOALS and put an O next to the student’s OBSTACLES to possible goals
	1. \_\_\_Graduate from high school
	2. \_\_\_Pass Math Class
	3. \_\_\_Hates doing homework
	4. \_\_\_Friends want to skip school
	5. \_\_\_Make the football team
2. In the space below, identify a personal GOAL that YOU have in school and then identify at least two OBSTACLES to that goal:

GOAL:

OBSTACLE 1:

OBSTACLE 2:

**Check Your Learning**

Module V-2

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /10

1. Why is it a good idea to come up with more than one possible solution to a problem?
2. What are some ways to help you come up with more than one possible solution?
3. Role-play opportunity: Show that you understand the first three steps of problem-solving