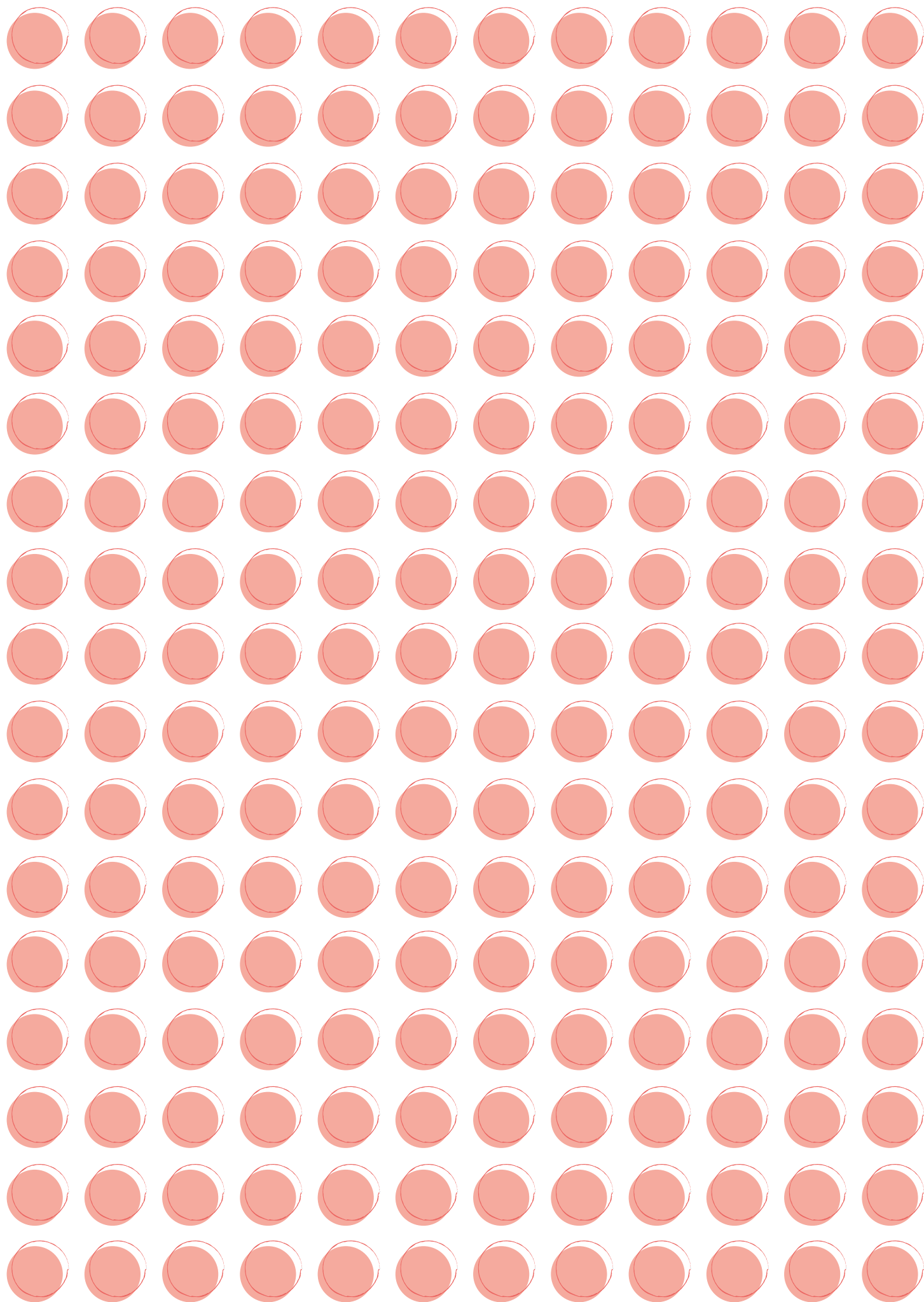


MAD

An Anger Course



INTRO

THE COURSE

This course is designed to be delivered to young people from year 5 onwards in a small group setting of no more than six students over a period of six sessions of between 50 minutes – 60 minutes per session.

The course is designed to be accessible to young people with varying learning abilities. It is a discussion based group where young people can talk honestly and openly about how they feel and be given practical support and encouragement not only by group leaders but also by each other. Our primary role is to listen and offer advice and support where we can.

AIM

The course aims to give students the chance to explore their anger, the reasons for it and strategies to deal with it.

THE SESSIONS

As you will see from the notes below each session follows a similar pattern. Each session lists the materials you will need and activities that can be used to suit the different learning styles of your group. There are options to work individually, in pairs, in a small group and as part of one large group. Give time for preparation and make sure that you have everything you need in advance of each session. How the session runs will depend very much on the group. Most importantly give the students the chance to share if they want to. Offer support outside the group to those who might need it and be sure to seek help, support or advice should you need it.

THE FOLDERS & THE MAD MAP

Ask the students to hand their folders in at the end of each session but assure them they won't be looked at unless they show them to us. They will be asked to take home the Mad Map to complete between the sessions.

THE ENVIRONMENT

Try and make the room as inviting and relaxed as possible, without going overboard. Biscuits may be offered, and work well as a motivator, other refreshments can be a distraction in MAD courses.

BEFORE THE COURSE

It is inevitable that some students will be angry at school and in lessons. Before the course starts have a discussion with the appropriate member of staff and explain that the course will give practical strategies for the students to try to control their anger. This may involve things to try in class. Ask which will be appropriate ie stress ball, time out cards etc. If agreed with the school remember to feed back to the school the name of the student and what they will be doing in class at the end of each session.

EXTRA INFORMATION & SUPPORT

For extra information and support on this topic and adolescent Mental Health we recommend **Young Minds**. They have an excellent website with sections for young people, parents and professionals.

YOUNGmINDS
fighting for young people's mental health
youngminds.org.uk

GGRRRR!

WHAT IS ANGER?

Building relationships between students and leaders and beginning to understand what anger is and what makes people feel mad. Students will explore what makes them feel mad, and how they could face those situations differently.

MATERIALS NEEDED

- ✓ Flip chart paper and pens / dry wipe markers
- ✓ Scrap paper and pens
- ✓ 6 Individual white boards, dry wipe markers and wiper

Introduce the course by explaining that they will get a lot out of the course; ways to think positively, strategies to control their anger, and by the end of the course they will be calmer and happier. There will be various activities, discussions and fun games that will allow us to achieve this.

To do this in a way that is safe and fair to everyone we would like, as a group, to introduce some group rules.

Ask the group if they have any ideas of the kind of thing they would like to have as their rules. If you can, write on flip chart and put up every week as a reminder.

Get the group to sign the agreement.

- Explain that some of the rules are serious and will incur consequences if broken. You could highlight these.
- Explain that we understand the schools behaviour policy and will be adhering to that, but that in the class we operate a warning system. At first they will be given a verbal warning, for a repeat offence they will be removed from the classroom for a warning and then allowed to return. A final breach of the rules will mean being excluded from the session and possibly the whole course. Extreme breach of rules may mean immediate exclusion from the session. That being said we do hope they have fun on the course.

REFRESH

 5 MINS

Offer refreshments as the students arrive and spend a few minutes catching up on their week.

INTRODUCE

 5 MINS

Arrange for a teacher from school to introduce you to the group.

Once all seated introduce yourself to the group, saying who you are and where you are from. Explain that you are to join them for the next 6 weeks to look at issues around anger. Ask them to quickly introduce themselves.

WEEK 1

Example group rules:

- Safe place where people can share without being laughed at or judged in any way
- What's said in the group stays in the group
- Listen to and respect each other
- No swearing or offensive language
- No fighting
- There is no such thing as a silly question
- Have fun

PLAY

10 MINS

PICTURES

- Show them the pictures and ask them to write down or draw on individual white boards the first thing that comes into their head without saying it.
- Go round the group seeing what they have put. Remind them of the rules – nothing rude or offensive!
- Pictures:
 - Friends
 - Kitten
 - Road
 - Old
 - Punch
 - Bee
- After the activity explain that different things create different reactions in different people. That some things will make people mad and others won't. This course should help them find strategies that work for them as individuals.

DISCUSS

10 MINS

Introduce the theme of the week: What is Anger?

The first activity on the work sheet is an anger acrostic.

Either split into groups or do individually and run as a competition to see which group can get the most words for each letter. Feed back as a group and write up on flip chart or whiteboard.

"What makes you angry?"

This works well going round the group and sharing, but can be done individually. The leader can start and share something fairly light.

Either make a poster/brainstorm of the suggestions made, or a group top 5.

DO

15 MINS

The final activity on the worksheet is a personal list of questions, so can be done individually or in small groups.

Reiterate that we are all different and the answers will be different for each of them. The aim is to get them thinking about common themes in their answers, is there a particular area that stands out.

- What makes you mad?
- Who do you get mad at?
- When do you feel most mad?
- Where do you feel most mad?
- Are there any common themes?
- Do you think there is anything YOU could do differently?

GGRRR!

What is anger?

What makes you really angry?

What makes you mad?

Who do you get mad at?

When do you feel most mad?

Where do you feel most mad?

Do you feel any other emotions when you get mad?

Are there any common themes?

Do you think there is anything YOU could do differently?

STOP → **THINK** → **ACT**

Week 1 continues overleaf >

GGRRR!

Continued

 THE MAD MAP

 10 MINS

Introduce and complete the Mad Map– at the end of each session they will write one likely trigger for their anger this coming week and one positive action they are going to take to deal with their anger.

Remember:

Stop

Think

Then **Act**.

At the beginning of the following session they will chart (in the form of a bar chart) how well they have controlled their anger for that situation. If the student wants to try things in class to stop them getting angry remember to pass this on to the teacher as agreed before the course started.

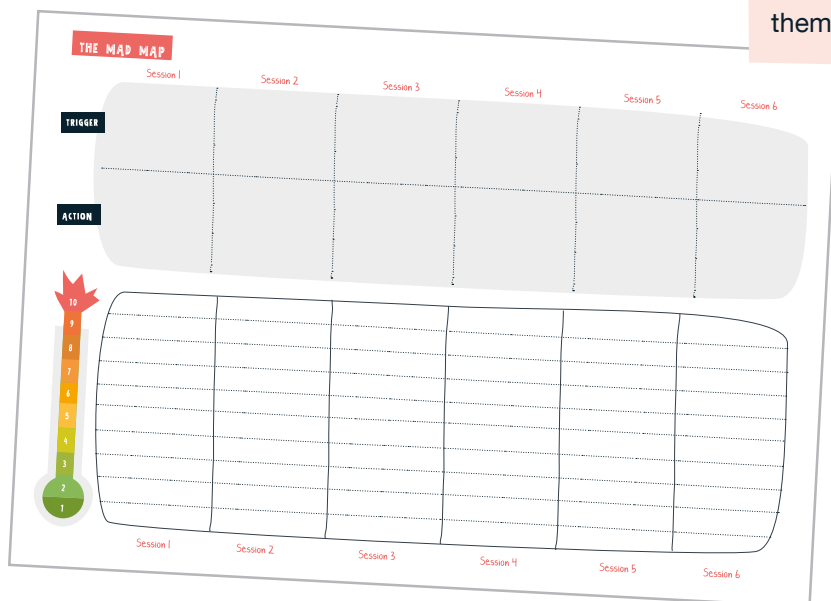
 LISTEN

Remind the group that we are Christians, and as such believe in the Bible. Each week we would like to leave them with a verse from the Bible that we have found helpful.

"Trust in the Lord with all your heart; do not depend on your own understanding. Seek his will in all you do, and he will show you which path to take."

Proverbs 3 vs 5-6

This verse is saying that we as humans can make mistakes and bad judgements, but that if we trust in God and ask for his help he will help us correct the bad choices and help us not to make them again.



The Mad Map worksheet is divided into two main sections: TRIGGER and ACTION. Each section has a grid with 6 columns labeled Session 1 through Session 6. The TRIGGER section has 1 row, and the ACTION section has 1 row. To the left of the ACTION grid is a vertical bar chart with a scale from 1 to 10, where 1 is at the bottom and 10 is at the top. The bar chart is currently empty, with the number 10 at the top and 1 at the bottom.

WEEK 2

MAKING WAVES

Gaining an understanding of the consequences of anger. Students will understand that anger can be a positive and negative thing. They will explore some of the impacts of anger in various aspects of life and start to understand that they have a choice in how they react to situations and that they could face those situations differently.



MATERIALS NEEDED

- ✓ Flip chart paper and pens/dry white markers
- ✓ Jenga
- ✓ Rules



REFRESH



5 MINS

Offer refreshments as the students arrive and spend a few minutes catching up on their week.



INTRODUCE



5 MINS

- **Thank** students for coming to week 2, where we will be looking at the consequences of anger. Remind students of the rules and the consequences of breaking the rules. Display the rules in the room if possible.
- **Ask** students if they can remember what we talked about last week, prompting where necessary.
- **Look at the Mad Map.** How did they get on with their target over the last week, rate their progress on the scale. This is best done in small groups where students feel more able to share.



PLAY



15 MINS

Play Jenga.

When the game has finished talk about the consequences of removing the bricks – eventually the tower will fall down. Everything we do has a consequence, some may be positive and some negative.

Week 2 continues overleaf >

MAKING WAVES

Continued



10 MINS

Move to the first part of the worksheet. Ask the students to think of when anger can be a good thing and when it can be a bad thing. This can either be done as a whole group, in small groups or individually, feeding back to the whole group.

Move back to the worksheet. The jagged boxes are for how they react when they get angry, punch, kick, etc. The wavy boxes are for what negative effect that their reaction could have on themselves and others. This can either be done as a whole group, in small groups or individually, feeding back to the whole group.

Make the activity more interactive by replicating what they have written on a white board. For the jagged boxes ask them all to share and then see what reactions are the most popular.

For the ovals one option is to get into groups and act out an effect and the other group have to guess what it is and score them out of 10. They could use the mini white boards for this.

The worksheet is titled 'MAKING WAVES'. It contains several sections for students to write and draw in:

- When can anger be a good thing?** (Illustrated with a trophy)
- When is anger a bad thing?** (Illustrated with a person's face and a thermometer)
- How do you react and does it matter?** (Illustrated with a jagged box)
- FUTURE** (Illustrated with a jagged box)
- FITNESS** (Illustrated with a jagged box)
- FAMILY** (Illustrated with a jagged box)
- FRIENDS** (Illustrated with a jagged box)
- STOP** (Illustrated with a red circle and a stop sign)
- THINK** (Illustrated with a yellow circle and a lightbulb)
- ACT** (Illustrated with a green circle and a person running)



10 MINS

Set a target for the coming week. Remember:

Stop

Think

Then **Act**.

This may be best done in small groups where students are more likely to share. If the student wants to try things in class to stop them getting angry remember to pass this on to the teacher as agreed before the course started.



Remind the group that we are Christians, and as such believe in the Bible. Each week we would like to leave them with a verse from the Bible that we have found helpful.

"Always remember to help people by welcoming them into your home. Some people have done that and have helped angels without knowing it."

Hebrews 13 vs 2

This verse is says that you don't know who you are meeting on a day to day basis. If you help someone, even someone you don't know, they may meet you again in the future and help you when you need it. On the flip side the person you punch could be your future employer, or the person you tease could be walking by when you have fallen into a river.

WEEK 3

DEAL WITH IT!

HOW TO MANAGE ANGER

Starting to put into place methods to reduce our anger. Students will learn to recognise when anger levels are increasing and how they can control and channel their anger. Students will also learn to select several methods of controlling anger that may work individually.

MATERIALS NEEDED

- ✓ Flip chart paper and pens/dry white markers
- ✓ Bop it!
- ✓ Ballons and Pump
- ✓ Rules

REFRESH

 5 MINS

Offer refreshments as the students arrive and spend a few minutes catching up on their week.

INTRODUCE

 5 MINS

- **Thank** students for coming to week 3 where we will be looking at how to manage our anger. Remind students of the rules and the consequences of breaking the rules. Display the rules in the room if possible.
- **Ask** students if they can remember what we talked about last week, prompting where necessary.
- **Look at the Mad Map** – how did they get on with their target over the last week, rate their progress on the scale. This is best done in small groups where students feel more able to share.

PLAY

 10 MINS

Play a few rounds of Bop It! (pass it) as an icebreaker for the session.

Week 3 continues overleaf >

DEAL WITH IT!

Continued

DISCUSS

 10 MINS

Talk about signs that you are going to explode. They could be certain situations/people that make you mad, or the physical signs that you are getting wound up – adrenaline: teeth clench, tension, stomach churns, increased heart rate, sweating, can't focus, increased energy etc.

Highlight the point by pumping up a balloon until it bursts, maybe asking the group to feedback some of the things that make them angry and giving the balloon one pump for each. If you don't let some air out of the balloon it will explode. Either in teams as a competition or as a whole group come up with as many positive ways to redirect their anger or that would calm them down (tell them that the last group you had got 15 and see if they can beat it).

Individually ask them to select a few that may work for them.

DO

 15 MINS

Make a paper decision maker. Put four situations when you are likely to get mad, on the inside put two things you could do to reduce the anger from the list you have compiled.

THE MAD MAP

 10 MINS

Set a target for the coming week. Remember:

Stop

Think

Then **Act**.

This may be best done in small groups where students are more likely to share. If the student wants to try things in class to stop them getting angry remember to pass this on to the teacher as agreed before the course started.

DEAL WITH IT!


How do you know you are going to explode?

Which of these are achievable for you?

Think of as many ways as you can to deal positively with anger...





LISTEN

Remind the group that we are Christians, and as such believe in the Bible. Each week we would like to leave them with a verse from the Bible that we have found helpful.

"Brothers and sisters, continue to think about what is good and worthy of praise. Think about what is true and honourable and right and pure and beautiful and respected."

Philippians 4 vs 8

This verse says that we should fill our minds with good and positive things. If we do we will have a positive outlook on life and may be happier.

WEEK 4

IT'S YOUR CHOICE

THE INFLUENCES
ON YOUR LIFE

Understanding that we have a choice in what we put into our minds and how we react to situations Students will learn how the media can give us messages about anger, sometimes without us knowing it. Students will understand how we can't always choose the situations we find ourselves in, but we can choose how we react to them. They will also spend time thinking about the positive and negative influences in our lives.



MATERIALS NEEDED

- ✓ Flip chart paper and pens/dry white markers
- ✓ Music Player
- ✓ List of films, TV programmes, computer games that might make them mad
- ✓ Rules



INTRODUCE



5 MINS

- **Thank** students for coming to week 4, where we will be looking at the how various influences in our life affects us. Remind students of the rules and the consequences of breaking the rules. Display the rules in the room if possible.
- **Ask** students if they can remember what we talked about last week, prompting where necessary.
- **Look at the Mad Map** – how did they get on with their target over the last week, rate their progress on the scale. This is best done in small groups where students feel more able to share.



REFRESH



5 MINS

Offer refreshments as the students arrive and spend a few minutes catching up on their week.

Week 4 continues overleaf >

IT'S YOUR CHOICE

Continued

 PLAY 15 MINS

Put together a playlist and ask them how angry it makes them feel out of 10.

You could simply score this and make it into a league table or do it as a human scale with one end of the room being not at all angry and the other end being really angry.

Put together a list of films, TV programmes, computer games that might make them mad. You could simply score this and make it into a league table or do it as a human scale with one end of the room being not at all angry and the other end being really angry.

This exercise shows that what we listen to can create a mood/affect how we feel whether it makes us happy, think about sad times, or other emotions.

 DO 15 MINS

Read the quote below. The owner of MTV was once asked if he influenced young people. He replied,

"We don't influence young people, we own them."

Ask students how it makes them feel that a man thinks that he can own them?

Move on to worksheet. Ask students to think of a film, some music etc, that has a positive message about anger and a negative message and why. Either complete in groups or pairs. Feedback to the whole group.

 LISTEN 10 MINS

STORY

Meet Robert and Richard. They are twin brothers and live at home with mum and dad. They are at home now. They hear dad arriving home and are not sure what mood to expect him in, or whether he is drunk or sober, either way it's probably not going to be pretty so they hide out of the way.

As soon as Dad comes in it is clear he has been drinking again, since he lost the last job he had that's all he does. The boys watch as Mum asks for some money to buy some food. That's when the fights start. Robert and Richard stay out the way.

At school Robert can only think about bad things are. He is hungry, he's fed up of being called names, the teachers are always bossing him around and he gets enough of that at home. Richard gets angry too; all he can think about is leaving home and doing things his way.

We meet up with the boys 15 years later. Robert is standing outside a court building waiting to receive his sentence. He looks a mess, he hadn't shaved, his hair is greasy, his clothes dirty. He is being interviewed by a reporter. "Tell me how you came to be at this point?" Says the reporter. "Well" says Robert "I was always so angry at everyone. Dad was always drunk, in the end Mum took us away, but we still didn't have money. The other kids at school picked on me, the teacher nagged me, and I couldn't handle it. I was always in fights, I got excluded from school and started hanging out and getting drunk instead. I guess it just carried on from there, and now I'm in real trouble, my wife has left me, taken the kids and I'm on my way to prison."

Just then a man in a suit approaches shouting 'Hey bro'. The reporter looks shocked. "This is your brother?"

WEEK 4

"Hello, I'm Richard, Roberts twin." The reporter was intrigued as to how twins could look so different, and asked Robert about his life. "Well I was so desperate to get out. I worked as hard as I could at school, which wasn't easy, I'm not very good at writing and stuff. I left with a few GCSE's and managed to get myself an apprenticeship. I've been at the same place since I was 16. I've learned the trade and worked my way up. I now manage a department. My wife and I are moving into our first house this week."

"Wow", says the reporter, "you are so different. What would you say was the biggest influence on your lives." Both men answer at the same time "My Dad"

DISCUSS

10 MINS

- How do you think the boys felt growing up?
- How did Robert deal with his situation?
- What about Richard?
- What choices did each boy make, and how did that influence his life?
- Who or what is a negative influence on you when it comes to dealing with your anger?
- Who or what is a positive influence on you when it comes to dealing with your anger?
- What do you want to do when you leave school?

Finish the story by saying that life is tough and sometimes not fair, but we have a choice how we live our life and how we react to those situations.

Look at the Stop, Think, Act motto in more detail. When you face that situation take time to stop, think about the plans you've made and the consequences that may result of different actions, then act.

THE MAD MAP

10 MINS

Set a target for the coming week. Remember:

Stop

Think

Then **Act**.

This may be best done in small groups where students are more likely to share. If the student wants to try things in class to stop them getting angry remember to pass this on to the teacher as agreed before the course started.

IT'S YOUR CHOICE

The owner of MTV was once asked if he influenced young people. He replied: "We don't influence young people, we own them."

HOW DOES THAT MAKE ME FEEL?

Positive influence and why

Negative influence and why

YOUTUBE

MUSIC

GAMING

SPORT

SOCIAL MEDIA

OTHERS

STOP

THINK

ACT

LISTEN

Remind the group that we are Christians, and as such believe in the Bible. Each week we would like to leave them with a verse from the Bible that we have found helpful.

"When you are angry, don't let that anger make you sin," and don't stay angry all day."

Ephesians 4 vs 26

This verse is often quoted. It says that you should resolve any conflicts before you go to bed! If you remain angry it will eat you up from the inside, you may get headaches chewing it over, you may transfer it to other situations – that person that says hello to you and you completely snap. Sort it out and you will feel better for it.

THE BIGGER PICTURE

WHAT ELSE IS HAPPENING WHEN WE GET MAD?

Understanding other people's perspectives in situations. Students learn about how their anger can affect others and that there may be more to a situation than you first think. They will also continue to think about stopping and thinking before acting.

MATERIALS NEEDED

- ✓ Flip chart paper and pens/dry white markers
- ✓ Coloured pens/paper
- ✓ Rules

PLAY

 10 MINS

This is a drama game.

Two volunteers will have an argument but the only thing they are allowed to say is a number. It can be any number and you don't have to run in sequence.

The aim of the game is to show that it is not what you say but how you say it.

No physical contact is allowed but use as much body language as you like. (Think carefully as to the pairs you use and it may be worth putting a table or chair in between the pair to keep body space!)

After the game expand further that it isn't what you say, it's the way you say it, and sometimes you don't even have to say anything at all.

For example:

- The body language you use in class, if you are slouched in your chair it says you are not interested – you may not be but that will annoy the teacher before you do or say anything.
- When your mum asks you to tidy your room and you mutter something under your breath she will think you are back chatting.
- Using 'I' instead of 'you' works a treat – 'You are always picking on me', compared to 'I feel like'

Thinking about what it was like when you were arguing, or the last time someone started an argument or got you mad, write down how it felt.

REFRESH

 5 MINS

Offer refreshments as the students arrive and spend a few minutes catching up on their week.

INTRODUCE

 5 MINS

- **Thank** students for coming to week 5, where we will be looking at other things that might be going on when we get mad. Remind students of the rules and the consequences of breaking the rules. Display the rules in the room if possible.
- **Ask** students if they can remember what we talked about last week, prompting where necessary.
- **Look at the Mad Map** – how did they get on with their target over the last week, rate their progress on the scale. This is best done in small groups where students feel more able to share.

For example, I felt...

- victimised
- picked on
- got mad back,
- small,
- inferior.

Write these down in the top part of the worksheet. Discuss. Think about how it makes others feel when you get mad at them, do you really want them to feel like that knowing how it feels when people get mad at you.



Answer the first question on the worksheet and use that as a discussion starter but don't let it get too out of hand. Finish off by getting them to answer the second question identifying what it is that makes them mad most often, try and get them to be specific. Tell them we will come back to this.

There are lots of optical illusions online for you to challenge the students with. You may not get through many but just enough to make the point that things aren't always what they appear. The same can be true when it comes to our anger.

Read situation 1 and / or 2. Discuss how they would react in each situation and would their reaction change the more they knew. Thinking of their situation on the worksheet, what else could be going on and how might you respond differently? What are the parts of that situation that you can control? So why not give it a try next time.

SITUATION 1

You walk in from school and put your bag down in the hall way, Mum tells you off.

- How mad do you feel? What do you do?

You walk in from school and put your bag down in the hall way, Mum tells you off. Then you remember you promised to tidy your room last night before you went out.

- Would you have done anything differently?

You walk in from school and put your bag down in the hall way, Mum tells you off. Then you remember you promised to tidy your room last night before you went out and that Tuesday is her cleaning afternoon.

- Would you have done anything differently?

You walk in from school and put your bag down in the hall way, Mum tells you off. Then you remember you promised to tidy your room last night before you went out and that Tuesday is her cleaning afternoon. Mum then tells you it's been a bad morning at work, she thinks she is going to be made redundant.

- Would you have done anything differently?

SITUATION 2

Your friend is late to meet you at the bus stop, you've missed the bus, and probably the start of the film.

- How mad do you feel? What do you do?

Your friend rushes up to the bus stop and tells you they are sorry they are late, but they had to take their little brother to the babysitter.

- Would you have done anything differently?

Your friend rushes up to the bus stop and tells you they are sorry they are late, but they had to take their little brother to the babysitter. You know their mum and dad have not long split up.

- Would you have done anything differently?

Week 5 continues overleaf >

THE BIGGER PICTURE

Continued

DISCUSS

 5 MINS

Thinking about the situations when you get most mad is there something else going on? Is there something you can do to change the situation? Could you stop, think, then act?

THE MAD MAP

 10 MINS

Set a target for the coming week. Remember:

Stop

Think

Then **Act**.

This may be best done in small groups where students are more likely to share. If the student wants to try things in class to stop them getting angry remember to pass this on to the teacher as agreed before the course started.

LISTEN

"Remember, I commanded you to be strong and brave. Don't be afraid, because the Lord your God will be with you wherever you go."

Joshua 1 vs 9

Situations you face may be hard, it may be hard changing the way you do something – walking away from a fight for the first time, stopping and thinking about what is going on, but we believe if God is asked to help with these things he will help. We have faith in you that you can do it!

THE BIGGER PICTURE



How does it feel when someone is mad at you?

.....

.....

.....

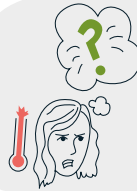


What is it that makes you mad most often?

.....

.....

.....



What else could be going on?

.....

.....

.....





WEEK 6

MAD?

LOOKING BACK OVER THE COURSE AND LOOKING TO THE FUTURE

Looking back over the course, and looking to the future. Students will understand that it can take time to make changes. They will learn that they have a choice in how they react to situations. They will look forward to future achievements.



MATERIALS NEEDED

- ✓ Flip chart paper and pens/dry white markers
- ✓ Writing paper / envelopes
- ✓ Stop, Think, Act cards
- ✓ Laminated credit card sized pouches
- ✓ Rules



INTRODUCE



5 MINS

- **Thank** students for coming to week 6, our final session, where we will be looking back at all that we have learnt and looking to the future. Remind students of the rules and the consequences of breaking the rules. Display the rules in the room if possible.
- **Ask** students if they can remember what we talked about last week, prompting where necessary.
- **Look at the Mad Map** – how did they get on with their target over the last week, rate their progress on the scale. This is best done in small groups where students feel more able to share.



REFRESH



5 MINS

Offer refreshments as the students arrive and spend a few minutes catching up on their week.



PLAY



10 MINS

Ask them to write a little bit about where they are at the moment, college, home, ages, good and bad stuff.

Then three things they want to achieve. It could be related to college or moving forward with anger stuff.

Put it in a sealed envelope with name and address and we will send it to them in 6 months time.

Week 6 continues overleaf >

WEEK 6

MAD?

Continued



⌚ 20 MINS

Today we are reviewing the course.

Complete the top part of the worksheet.

On the bottom half of the worksheet make up a motto from the course. These can then be put on the back of the Stop, Think, Act cards and laminated for them to keep. Encourage them to look at the card when they are angry and from time to time to remind them of the things they have learnt on the course.

Ask the students to fill in the evaluation form thinking about how they felt before they did the course and how they feel now they have completed the course.

You may want to finish with a game to leave on a fun and positive note.

THE MAD MAP

⌚ 10 MINS

Set a target for the coming week. Remember:

Stop

Think

Then **Act**.

This may be best done in small groups where students are more likely to share. If the student wants to try things in class to stop them getting angry remember to pass this on to the teacher as agreed before the course started.

🔊 LISTEN

"I know the plans that I have for you." This message is from the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future."

Jeremiah 29 vs 11

God knows all about you and has a plan for your life, a good plan. Talk to him about it.

MAD?

Has this course made any difference?

BEFORE THE COURSE I DEALT WITH MY ANGER BY...

AFTER THE COURSE I DEAL WITH MY ANGER BY...

MY MOTTO FROM MAD...

