

Anger Issues!

(Managing Anger... Yours & Others)

Purpose: 1) To help students understand that ineffective anger management is often a problem for both the person displaying the anger as well as those in routine contact with that person and 2) As with many emotions, Anger is best managed through the use of mindful monitoring of angry thought precursors and the repetitive rehearsal of behavioral control.

Materials: Plastic or paper cups to accommodate up to 1/3 of the students, water bottle sprayer with adjustable nozzle, computer projector and access to internet for video support.

http://www.youtube.com/watch?v=Y_yV6i3fCKY&safety_mode=true&persist_safety_mode=1&safe=active

Student Materials: Pencil, paper & access to text book from desk or classroom shelf.

Time: 25-30 Minutes.

Key Concepts: Anger Management (Emotional Management) Consequences of anger outbursts, Self Control leading to Situational Control.

Introduce/reintroduce: Make sure the kids know who you are and why you're in their room today. Review any prior activities. Have students take out a pencil and paper for later use in this activity.

Part 1:

Have: The students remain where they are yet also yet figure out three groups for the demonstration. (It's easiest to use pre existing groups of rows, sections, tables, etc or however else the teacher has them grouped.)

Select: One third of the students (or less) to stand up along side their desks/tables.

Provide: Each of those students with a plastic/paper cup to be placed upside down on the floor next to their feet.

Announce: On the count of three you are to *stomp* the cup (with one foot.)

Count: 1, 2, 3... Stomp!

Select: Another third of students to take out a history/math book and to open the book towards the middle. Students may either **all** sit or stand near their desks holding their book open with both hands.

Announce: On the count of three you are to *slam* your books closed.

Count: 1, 2, 3... Slam!

Select: The final third of students to stand up along side their chairs/desks.

Announce: On the count of three you will *yell* (not scream) at me the words: “Goo-Goo Ga-Ga.”

Count: 1, 2, 3....Yell!

Praise: All groups for doing a great job *stomping, slamming & yelling*.

State: I want to introduce you to someone else who does a great job stomping & kicking, slamming doors, drawers & cabinets and yelling inappropriate things. This is going to be a two minute video so I want you to do a really great job watching and listening.

Part 2

Play: Youtube video link “Anger Issues” see above.

Pause: Video when it comes to the Anger Issues Lightning Bolt at the end of the video.

Ask: The questions on the video and or ask the following questions to facilitate discussion:

Raise your hand if you think Mr. T has some anger issues?

Raise your hand if you’ve ever had to deal with another person’s anger issues?

Raise your hand if you think a persons anger issues effect their reputation?

Part 3

Have: Students put their name on their paper and to number their paper 1-5. Students should skip a line between numbers.

Tell: Them “Just number your paper as if you’re going to take a spelling test and skip a line between each number.

Announce:
Number 1. School
Number 2. Home
Number 3. Church
Number 4. Sports
Number 5. Restaurant

Repeat: Words as needed.

Once: Students have the 5 words written down, go back and start with number one again.

Say: Let's go back to number one: School. Now I want you to write out a consequence (what would happen if) for you pulling a "Mr. T." in school. That is, if you handled your anger at school like Mr. T handles his anger, write down one possible thing (consequence) that would happen?

Examples

#1. What could be one consequence you'd get if you pulled a Mr. T. at school?
(get suspended)

#2. What could be your consequence if you pulled a Mr. T at Home?
(get grounded or put on restriction)

Once: All five questions are completed review multiple student responses.

*Agree & Add: As needed. Be sure to talk about the police being called, juvenile hall, jail, court, reputation and how your anger management would reflect on your family and friends sitting with you at church, in school, during your sporting events and out in public places like restaurants. You want to emphasize the importance of having more than one coping skill to deal with anger because different places (school, home, church, sports and restaurants) require different sets of coping skills.

Part 4: (optional)

Show & Tell: The spray bottle and tell students "Let me demonstrate how Anger Management Treatment (sort of) works."

Recruit: A Volunteer to stand next to you.

Set: Spray bottle to "Stream."

Explain: To the volunteer that the liquid in the container is anger.

Shake: The bottle.

State: This is going to be an example of an anger outburst *before* anger control. Sort of like how Mr. T handles his anger.

Aim & Shoot: Volunteer.

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State: Now this is going to be an example of an anger outburst *after* anger management training. Sort of like how Mr. T could learn to handle his anger.

Adjust: Spray bottle to Mist setting.

Aim & Shoot: Volunteer.

Gather: Round of applause for volunteer and return student to seat.

Explain: To the class that anger management often involves learning and practicing control of everyday behaviors. That it's sort of like learning how to adjust the nozzle of a water bottle to go from stream to mist. Those behaviors usually include:

1. Reduce the amount of *stomping*, kicking & shoving people or things.
2. Reduce the amount of *slamming* of books, doors, cabinets, dressers and drawers.
3. Reduce the amount of *yelling* inappropriate words or phrases at people & pets.

Part 5

Report: "Lots of people (especially the careless and reckless ones) often report having major anger issues. For those people the best treatment for anger management is PRACTICING appropriate behaviors everyday regardless of their mood or emotion. Using a chart to keep track of daily behaviors is also good to do. Remember, anger does not *make you* do anything. Angry people do what they usually do just with a lot more enthusiasm (speed and force)!"

Example: Mr. T. would need to practice not stomping, slamming & yelling around his wife and kids throughout his regular day whether he was angry or not. He would practice learning skills like walking away, listening to music, taking a break from the situation, lying down for 5 minutes or repeating "good" things he can tell himself. He would also need to keep track of all the times during the day he stomps, slams and yells at his wife, kids and neighbors. His wife, kids & neighbors would keep track too. The goal is to reduce and eliminate the number of inappropriate times he acts out his anger and to increase the number of appropriate times he deals with his anger. Does that make sense?"

Report: Also that "victims" of anger abuse

1. Need to stay safe.
2. Need to learn how to set limits on the amount of someone else's anger to tolerate and
3. Develop appropriate coping strategies for dealing with other people's anger by reporting to parents, teachers or calling 911 and quickly getting away.

Thank: Students for their help with the activity today especially the volunteer who got wet!

Remind: Students that people see counselors for lots of reasons and learning how to better manage their anger and dealing with someone's anger are just two of those reasons.