

## EXPERIMENTING WITH ANGER

*Suggestion: Use these 2 self-management of anger lessons as a lead-in to Missouri Comprehensive Guidance Program (MCGP) Curriculum Units/Lessons which teach:*

*“I-Messages/Statements”:*

- *3<sup>rd</sup> Grade:* PS.2.A/B Grade 3 Unit Respecting Individual and Group Differences
- *5<sup>th</sup> Grade:* PS.2 Grade 5 Unit Keeping Myself Safe by Making Safe and Healthy Choices

*OR units that address universal feelings and coping skills e.g.:*

- *1<sup>st</sup> Grade:* PS.2.A/B Grade 1 Unit Elementary Interactions
- *1<sup>st</sup> Grade:* PS.3.A/B Grade 1 Following Personal Safety Rules
- *2<sup>nd</sup> Grade:* PS.3.C Grade 2 Unit How Does One Cope with Life-Changing Events?

*See links to the MCGP units and lessons below.*

**NOTE:** *These lessons provide an excellent opportunity for collaboration with classroom teacher (or science teacher). Lesson 1 lends itself to classroom science (chemistry) and Lesson 2 extends principles and results of mixing two opposites—a base and an acid.*

**Time:** Two 45-50 minute lessons

**Group Size:** small group or class

**Grade Level:** 2-4

**Purpose:** In these 2 lessons, students learn that identifying feelings (in this case, anger) is the first step in recognizing a problem and beginning to solve it.

**Lesson 1: Recognizing/Understanding Feelings of Anger:** *Professional school counselor conducts a science experiment to demonstrate the results of bottled-up feelings of anger.*

**Materials:** Protective eyewear for you and students; baking soda, vinegar, dishwashing soap, 2 litre bottle, plastic dishwashing tub, empty jar or container, paper (or notebooks) for students to record observations.

**Lesson 2: Feeling Angry is OK: Exploding is NOT!** *Students learn one way to recognize how/when their feelings of anger begin and how their anger progresses beyond a critical self-control point to become a full-blown out-of-control expression of anger.*

**Materials:** Paper on which students draw a personal anger continuum.

**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:**

**Strand:** Personal and Social Development (PS)

**Big Idea:** PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities





**Concept:** PS.1.A. Self concept

**American School Counselor Association (ASCA) Domain/Standard:**

**Personal/Social Domain**

**Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

3 <sup>rd</sup> Grade PS 2.B	Unit: Respecting Individual And Group Differences	 
5 <sup>th</sup> Grade PS.3.A/PS 3.B	Unit: Keeping Myself Safe By Making Safe And Healthy Choices	 

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
Communication Arts	
Mathematics	
Social Studies	
X Science	1. Properties/principles of matter & energy 7. Scientific Inquiry
Health/Physical Education	
Fine Arts	

### Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

**Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:**

See individual lessons for assessment

### Lesson Preparation/Motivation

*Essential Questions:* Is it OK to feel angry? Do all people “blow their tops” when they are angry? What about people who always seem to be happy...do they get angry? Why do some kids hit others when they are mad and others sulk in a corner? Is one way better than the other for dealing with our feelings of anger?

*Engagement (Hook):* See individual lessons.

### Procedures

Professional School Counselor Procedures:	Student Involvement
<p><i>During each lesson, monitor students’ ability to demonstrate feelings through facial expression and students’ interactions/contributions to discussions. PSC determines if inability is due to lack of willingness to participate or a lack of skill (will vs. skill) and follows up with classroom teacher regarding interventions.</i></p> <p><b>LESSON 1: RECOGNIZING &amp; UNDERSTANDING FEELINGS OF ANGER</b></p> <p><b>Materials:</b> Protective eyewear for you and students; baking soda, vinegar, dishwashing soap, 2 litre bottle, plastic dishwashing tub, empty jar or container, paper (or notebooks) for students to record observations, paper to write a note to you.</p> <p><b>Hook:</b> Pre-arrange with an aspiring actor or actress in the class to be your partner in the “hook”.</p> <ul style="list-style-type: none"> <li>Stomp into class and slam books on the floor.</li> <li>When your partner starts to pick up books, send an angry look and say (in a kind and VERY firm voice) something like “Get back in your seat and don’t move again until I give you permission!”</li> </ul>	<p>Students: During these lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><b>LESSON 1: RECOGNIZING &amp; UNDERSTANDING FEELINGS OF ANGER</b></p> <p><b>Hook:</b> Observe school counselor’s action and your classmate’s response. How would YOU respond?</p>

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<ul style="list-style-type: none"> <li>• Then say “It makes me SOOOOO mad when I spill my coffee in the work room!!”</li> </ul> <p>When everyone is “hooked”, relax and ask your partner to explain what happened.</p> <ol style="list-style-type: none"> <li>1. Following the “Hook”, ask students to identify and describe the feeling you exhibited; discuss the natural emotions (feelings) of all people: happy, sad, scared and angry.</li> <li>2. "Feeling Freeze" Game: Demonstrate facial expressions for a variety of feelings. Ask students to mimic your expression and identify feeling. Explain that you will name a feeling and everyone must freeze expressions for that feeling on their faces. Begin with basic feelings: happy, sad, angry and scared. Add more complex feelings depending upon developmental level of learners (e.g., ecstatic, hurt, furious, confused). <i>Systematically observe those who seem to have difficulty. Is their difficulty a “will” or “skill” issue?</i></li> <li>3. Define “aware” and how being aware of our feelings helps us to respond appropriately in difficult situations.  Explain that anger and feeling mad are feelings we all have. How we choose to express our anger can get us into trouble.</li> <li>4. Tell the students they will observe as you conduct a science experiment; they are to take notes of observations.  Explain that you will be combining two opposites, a base (baking soda) and an acid (vinegar). <i>Ask students to write their predictions of what will occur as a result of mixing the two.</i></li> </ol> <p><b>PUT ON PROTECTIVE EYEWEAR! Make certain students are a safe distance from experiment, especially if they do NOT have protective eyewear!</b></p> <ol style="list-style-type: none"> <li>5. Experiment:             <ol style="list-style-type: none"> <li>a. Over a plastic tub, pour the following into the soda bottle: a) water to fill half of the bottle b) two teaspoons of baking soda c) a squirt of dishwashing soap (to make the experiment more visible).</li> <li>b. Gently mix the base solution. Add enough vinegar to the solution to set off a reaction. Bubbles will spout out of the bottle and spill over into the tub.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Volunteer to name and/or describe feelings. If not speaking, demonstrate engagement through eye-contact with student who is talking and asking questions/commenting as appropriate.</li> <li>2. Mimic school counselor’s facial expressions and identify feelings in unison. During game, “freeze feeling” as it is named.</li> <li>3. Continue to demonstrate attentiveness by making eye-contact with PSC as he or she talks.</li> <li>4. Listen and prepare to take notes.  Write predictions of what will occur during the experiment.</li> </ol> <p><b>PUT ON PROTECTIVE EYEWEAR AND STAY A SAFE DISTANCE FROM EXPERIMENT!</b></p> <ol style="list-style-type: none"> <li>5. Observe experiment with curiosity about outcome; think about how experiment relates to your anger.</li> </ol>

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<p><b>Caution: Students should not look over the bottle; the solution may splash into their eyes.</b></p> <p>6. Ask learners to compare their predictions with their observations. How close are they?</p> <p>7. Ask for explanation of how the experiment demonstrates the way some people choose to deal with anger.</p> <p><i>Participating in class discussions is a learned skill. Students must be taught the skills of discussion with guided practice for all to feel comfortable with active/interactive participation in whole-class conversation/discussion.</i></p> <p>8. Elaborate using the following points as triggers for a class discussion about anger:</p> <ul style="list-style-type: none"> <li>a. The experiment mixed two opposites. When we are angry it is because someone's action appears to be opposite of what we want or need.</li> <li>b. Anger can be explosive and out of control.</li> <li>c. What would have happened if we tried to control the explosion by corking the bottle? (The cork would not have been able to contain the reaction—it would have “blown its top”).</li> <li>d. Anger needs to be expressed appropriately, not contained.</li> <li>e. The explosion spilled over into the tub. Remind students about your actions when you entered the room and ask what caused your anger. Was it the “Hook” situation (spilling coffee), partner or something else?</li> <li>f. Anger at one person, event, or even ourselves can spill over and affect others who had nothing to do with our anger (e.g., your partner in “Hook”).</li> <li>g. Denying our anger keeps us from dealing with the issue in a positive way. Others may interpret our anger as our being upset with something they have done.</li> </ul> <p>9. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Tell us, please, one of the key points about anger.</p> <p><b>ASSESSMENT: Content:</b> Tell students to look at their observation notes; find space to write their response to the following unfinished sentence: “I Learned ____”.</p> <p>After they write their responses, do a quick whip-around. Begin with a specific person and continue to the right (or left), each student reads one “I learned ____” about recognizing and understanding feelings of anger.</p>	<p>6. Compare Predictions/Observations: 3-4 volunteers (who did <b>not</b> volunteer in Step 1) report results.</p> <p>7. Volunteer to make connection between experiment and how some people express anger.</p> <p>8. Participate in discussion and demonstrate engagement by making eye contact with school counselor AND the students who are talking, asking each other questions; making relevant comments.</p> <p>Respond to school counselor’s questions.</p> <p>Anger is a common emotion; think about ways to express your anger in ways that are safe and healthy—for all.</p> <p>What was the REAL reason school counselor became angry?</p> <p>9. Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): What key points are important to remember about anger?</p> <p><b>ASSESSMENT: Content:</b> Find space on your observation notes to complete the sentence “I learned ____.”</p> <p>Participate in “I learned ____” whip-around. Remember to speak loudly and clearly enough for everyone to hear your great ideas.</p>

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<p>Remind students of the Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”). <i>Listen systematically for misconceptions and students’ thinking about anger as students read their “I learned statements”;</i></p> <p><b>ASSESSMENT: Personalization of Content</b>  <b>Younger Students--Illustration:</b> Instruct students to fold a piece of drawing paper into fourths (1/4ths) and label the sections: 1. <i>Situation</i>; 2. <i>Thoughts</i>; 3. <i>My Response (what I do)</i> and 4. <i>I hope I learn</i>. As you explain each of the four statements below, students express in words or pictures responses to each statement.</p> <p><b>Older Students—A note to you:</b> Instruct students to get a piece of notebook paper—they are going to write you a note.</p> <p><b>Statements:</b></p> <ul style="list-style-type: none"> <li>• A brief description of situations in which they often feel angry;</li> <li>• Their thoughts when they have those feelings.</li> <li>• How they usually respond to their feelings of anger.</li> <li>• Things they hope they can learn in the next lesson.</li> </ul> <p>Collect students’ illustrations or notes for your review after class.</p> <p><b>CLOSURE:</b> Ask students to observe and take notes about their responses to angry feelings during the next week; make note (in writing or in head) of frequency, what triggers anger, how it is expressed and what makes the feeling stop or “slow-down.”</p> <p><i>Before next lesson, review students’ illustrations or notes to you for (age appropriate) level of awareness of their anger and what triggers it. Make note of misconceptions about anger. Be aware of students’ age-appropriate command of conventions of standard English and their ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><b>LESSON 2: FEELING ANGRY IS OK: EXPLODING IS NOT!</b>  <b>Materials:</b> Paper on which students draw a personal anger continuum.  <i>Take illustrations/notes to class; distribute during Step 2.</i></p> <p><i>Continue to systematically observe students’ ability to express feelings and talk about their anger with objectivity.</i></p>	<p>Remember the Pass-With-Responsibility option (ok to pass—must say [something like] “I choose to pass for now”).</p> <p><b>ASSESSMENT: Personalization of Content:</b> Follow school counselor’s instructions; respond with integrity (with honesty and thought).</p> <p>Give your note/illustration to school counselor.</p> <p><b>CLOSURE:</b> Agree to observe and take notes about responses to angry feelings. Remember responses and what happened.</p> <p><b>LESSON 2: FEELING ANGRY IS OK: EXPLODING IS NOT!</b>  Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p>

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<p><i>Hook:</i> Enter class angry and grumpy...maintain anger long enough to “hook” students. Say something like “I’m sorry I’m so grumpy today...I just realized I left some important materials at home and I am really mad at myself ‘cause now I will have to do something completely different than I had planned with the first graders. I will get over it in a couple of minutes.”</p> <ol style="list-style-type: none"> <li>Continue with something like “I used something we talked about during our last lesson so my anger didn’t spill all over you!” <i>Encourage different students to respond to each question—e.g., 3—observation, 3—recall, 3—own responses (9 students total).</i> <ul style="list-style-type: none"> <li>Invite volunteers to describe what they <b>observed</b> about your behavior this lesson and compare it with what they observed/learned during the last lesson.</li> <li>Invite additional volunteers to identify one new idea they learned during the last lesson.</li> <li>Lead into public sharing of students’ observations of their own responses to anger.</li> </ul> </li> <li>Distribute students’ illustrations/notes to you from the last lesson. Comment (anonymously) about the “evidence” of their learning about anger; summarize the things they want to learn and, as appropriate, when/how they will learn those things (e.g., this lesson, additional classroom guidance lessons, anger-management groups).</li> <li>Explain that anger is usually our response to another emotion, for example: feeling hurt or rejected, feeling frustrated because we couldn’t do something “right” and/or feeling embarrassed. Anger is one point on a <i>continuum</i> of feelings. Draw a horizontal continuum on the board with approximately five points spread across it. Stress that anger: <ul style="list-style-type: none"> <li>May start as a mild feeling of being frustrated or hurt and</li> <li><i>Travel on continuum</i> into a full-blown “mad” before they know it.</li> </ul> Continue by discussing the progression through being annoyed, angry, boiling, and exploding. <i>Ask students to give examples.</i> </li> <li>Draw a line on the continuum to indicate the <i>critical control line</i>. <ol style="list-style-type: none"> <li>Explain that anger to the left of this line usually means that we are in control. To the right of the line, we are usually out of control! Note how some people can jump from being in control to out</li> </ol> </li> </ol>	<p><i>Hook:</i> Observe school counselor’s actions with curiosity. Compare his or her actions during the previous lesson. What’s the difference?</p> <ol style="list-style-type: none"> <li>Think about: What “idea” from the last lesson did school counselor use today? <p>Volunteer to describe an observation about school counselor’s actions, what were you thinking about his or her behavior? What were you thinking about him or her acting that way?</p> <p>Volunteer to tell one idea.</p> <p>Volunteer to tell about observations of personal responses to feelings of anger throughout the week.</p> </li> <li>Review your illustration/note. Listen for information you can use as school counselor talks about the illustrations/ notes—are your individual ideas similar to or different from the ideas he or she mentions?</li> <li>Listen with curiosity; ask clarifying questions and/or contribute ideas as appropriate. <p>Volunteer to give examples of situations in which you became mad, madder and maddest.</p> </li> <li>As school counselor talks about the continuum and the <i>critical control line</i>, think about where/how your anger progresses on the continuum.</li> </ol>

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<p>of control without going through the progression of feelings.</p> <p>b. Explain that it is possible to gain control of anger by changing the way we think about a problem.</p> <p>Pose a problem a student may have; illustrate the thoughts that might correspond to each of the feelings on the continuum. Are the thoughts rational or irrational as the feeling move further along the continuum?</p> <p>c. Explain that when someone else's actions are <b>OPPOSITE</b> from our needs, we need to tell him or her about it in an appropriate way. For example, if your friend does not follow the rules of a game, you may want to pout or fight. It would be more appropriate to say something like, "If you decide not to play fair, I will decide not to play games with you until you decide to follow the rules" <b>AND</b> stick to it. You have kept your "cool"!</p> <p>d. Invite discussion and clarifying questions</p> <p><b>ASSESSMENT: Content:</b> Instruct students to create a continuum on a blank piece of paper; guide them as they think about and indicate, with written words or symbols, the progression of their anger in response to specific school-related situations.</p> <p>On the same continuum, guide students as they determine their "critical control points"—the point at which they lose control and "blow their tops".</p> <p>Invite a conversation and sharing of students' continua.</p> <p><b>ASSESSMENT: Personalization of Content:</b> On the same paper, learners draw (or write) one way they will maintain their cool when anger begins to erupt.</p> <p>Before collecting thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher <b>might</b> read the papers. Is that OK? If it's not "OK," write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Collect continua.</p> <p><b>CLOSURE:</b> Invite volunteers to complete (orally) the sentence: "I learned I _____."</p>	<p>Think about the hypothetical situation presented; respond to school counselor's questions about "rational" vs. "irrational" thoughts that may accompany the feelings on the continuum.</p> <p>As school counselor describes an appropriate response to anger/frustration, think about self. Would it be easy, difficult or in-between to respond in the way he or she suggests?</p> <p>Participate in the discussion and encourage/invite all classmates to share their brilliant ideas.</p> <p><b>ASSESSMENT: Content:</b> Create a continuum and indicate, with written words or symbols, the progression of your anger responses in a specific situation at school.</p> <p>Draw a line on the continuum to indicate your "critical control point".</p> <p>Participate in conversation; encourage others to participate, too.</p> <p><b>ASSESSMENT: Personalization of Content:</b> On the same paper, learners draw (or write) 1 way they currently maintain their cool when anger begins to erupt <b>AND</b> one idea they will work to implement to be "cooler" from now on.</p> <p>If you want your papers to be confidential between you and school counselor, write "PLEASE DO NOT SHARE" at top of paper.</p> <p>Give continua to school counselor.</p> <p><b>CLOSURE:</b> 2 or 3 students volunteer to complete "I learned I _____" sentence.</p>

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<p><i>Review continua for students' ability to identify and describe progression of their anger, their anger control points and/or coping strategies. Assess students' overall level of awareness of anger and their ability to manage it appropriately.</i></p> <p><i>Return continua to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p> <p><b>Note: This lesson may be extended into a third lesson with the following activity:</b></p> <ul style="list-style-type: none"> <li>• Ask students to describe in writing or pictures (on 2"x3" paper) a situation in which they became angry. Before they write, let learners know you will be reading the situations aloud (no names, of course).</li> <li>• Place their writings in a jar. Draw a situation out of the jar and demonstrate with a student how to talk through a problem. Draw additional situations for students to demonstrate.</li> </ul>	<p><b>Extended Lesson</b></p> <p>Draw or write about a situation in which you became angry. Place in jar.</p> <p>Volunteer to demonstrate situation with school counselor; if you don't demonstrate the first situation, volunteer to demonstrate "cool" ways of responding to other situations school counselor draws from jar.</p>

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

<p><b>Provide</b> classroom teacher with a brief overview of the lessons.</p> <p><b>Summarize Systematic Observations:</b> Identify students' persistent misconceptions and student thinking about anger that may block their application of "cooler" strategies (e.g., I have red hair; people with red hair have a bad temper; therefore, can't control my temper or I can't help myself—that's just the way I am or I explode, then I am OK). Identify students who had difficulty demonstrating feelings through facial expression and/or interactions/contributions to discussions.</p> <p><b>Consult with Classroom Teacher:</b> Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of a lack of awareness...is it evidenced in the classroom as self-control of anger directed at self or others, self-control in treatment of other students, e.g., bullying or mean-spiritedness. Determines if inability is due to lack of willingness to participate or a lack of skill (will vs. skill).</p> <p><b>Collaborate with Classroom Teacher:</b> Collaborate with classroom teacher to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about managing anger or expressing emotions appropriately or Responsive Services involvement (e.g., individual/group counseling or parental involvement). Work together to continue monitoring students' developing ability to express anger appropriately. Encourage classroom teacher to help all students apply the concepts to classroom situations. Using the same vocabulary in the classroom everyday will be helpful to students as they learn to express their anger appropriately.</p>
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