Unit 1: Anger Management

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Anger management is essential in decreasing aggressive behavior. It is also necessary in de-escalating anger, which, if left unchecked, can lead to violence. Students will understand that anger, as an emotion, is normal; however, it is what one does with anger that can lead to problem-solving or violence.

The goal of this unit is to help students recognize their anger buttons, to manage angry feelings by practicing relaxation techniques, and to evaluate situations that may lead to violence.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

Essential Questions

- What are anger signs and why are they important?
- How can I calm down when I am angry?
- What is "self-talk", and how can it help me to stay calm?
- How can I stay out of a fight?

Application of Knowledge and Skills...

Students will know that...

- angry feelings are acceptable, but hurting others is not
- that physical fighting can lead to negative consequences and that problem-solving helps one stay out of fights
- that relaxation techniques can help to reduce angry feelings
- the definition of self-talk and how it helps to reduce stress in a difficult situation

- the physical signs of anger and the external events that can trigger them

Students will be able to...

- a. recognize that anger as a feeling is acceptable, but the actions that accompany anger are either good or bad
- b. name the physical signs that indicate anger and the external events that trigger anger
- c. demonstrate relaxation techniques
- d. use self-talk as a way of reducing stress and as a means of problem- solving
- e. list the consequences of physical fighting and generate alternatives

Assessments

- "I felt angry when_____." Formative: Visual Arts Project Students will illustrate a situation that makes them angry.
- Calming-Down Techniques Formative: Dramatization Students will demonstrate relaxation techniques when presented with a stressful situation. These techniques include: taking three deep breaths, counting slowly backward from ten, and thinking calming thoughts.
- Self-Talk Formative: Dramatization Students will select from a list of possible phrases several that they can use for self-talk in given scenarios. Students will work in groups to role-play teacher-selected scenarios.
- Staying Out of a Fight Summative: Dramatization Students will role-play all three techniques: deep-breathing, counting backwards, and self-talk when presented with given situations. They will work with a partner to illustrate problem- solving techniques.
- Course Final Exam Summative: Benchmark Assessment Students will define key terms and recognize the negative consequences of impulsive behavior and anger that is left unchecked. They will list problem-solving strategies as well as relaxation strategies.

Activities

- Anger Buttons: Students will define "anger buttons" as things that others do to make them feel angry. Students will draw a picture of a situation that made them angry. They will discuss the consequences of submitting to impulsive behavior.
- Calming Down: Students will demonstrate relaxation techniques: taking deep breaths, counting slowly backward, and thinking calming thoughts. They will describe how they feel in response to a given scenario.
- Self-Talk: Students will define "self-talk" as statements one can say to oneself to stay calm under pressure. They will role-play this strategy in given scenarios.
- Keeping Out of a Fight: Students will outline steps for keeping out of a fight by watching a video clip that will model these strategies. They will role-play the techniques in given scenarios.

Activities to Differentiate Instruction

- teacher-assisted role-plays
- modified performance rubrics
- gifted students will create their own scenarios for role-play

Integrated/Cross-Disciplinary Instruction

Performing Arts: Students will reinforce acting and public speaking skills. They will dramatize the emotion of anger as well as relaxation strategies.

Visual Art: Students will draw situations that make them angry.

Writing: Students will reinforce their writing skills by creating their own scripts for dramatizations.

Resources

- *Commimttee for Children's Second Step: A Violence Prevention Program*

1. parent letters

2. role-plays

3. photo cards

4. video clips

5. classroom posters

- Teacher-made tests and performance rubrics