Unit 1: Anger Management

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will understand that anger, as an emotion, is normal. It is the behavior as the product of anger that is either good or bad, right or wrong. Frequently, anger is a part of aggressive behavior and acts of violence. Anger-management techniques help students break or reverse the cycle of anger escalation; and therefore, lead to problem-solving or peaceful resolution to conflict. Students will review: recognizing anger triggers, physical reactions to anger, and calming-down strategies. They will apply anger-management techniques to social situations, such as dealing with criticism, being left out, and accepting consequences for their actions.

Standards

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

Essential Questions

- How can I recognize angry feelings?
- What is criticism, and how can I deal with it?
- What can I do when I am feeling left out?
- How are consequences and responsible behavior related?

Application of Knowledge and Skills...

Students will know...

- that anger buttons are social situations that trigger an angry response
- that being left out demands emotion management and using a problem-solving strategy
- that consequences are the result of one's behavior
- that dealing with criticism requires taking responsibility for one's actions
- the physical signs that accompany angry feelings

Students will be able to...

- a. describe the physical signs of anger
- b. define and name anger buttons
- c. demonstrate calming-down strategies
- d. practice coping skills for dealing with criticism
- e. generate solutions for successfully joining in an activity with others
- f. explain that actions have consequences
- g. apply anger-management strategies for coping with negative consequences

Assessments

- Anger Triggers and Calm Down Techniques Formative: Dramatization Students will create puppet plays to demonstrate calm-down strategies to given anger triggers.
- Dealing with Criticism Formative: Dramatization Students will role-play their response to criticism that is appropriate or constructive, as well as to criticism that is untrue or ill-founded. Students will be evaluated on their use of calm-down techniques and appropriateness of verbal responses.
- Dealing with Being Left Out Formative: Dramatization Students will be evaluated on their knowledge of problem-solving strategies in given situations where they are being left out.
- Dealing with Consequences Formative: Visual Arts Project Students will create an illustration of a time when they received a consequence for an action and will write a behavioral response to the given situation; they will be assessed for their knowledge of emotion control and problem-solving strategies.
- End-of-Course Exam Summative: Benchmark Assessment Students will be able to identify feelings, understand that all feelings are acceptable, and distinguish that actions related to those feelings are either good or bad. They will outline steps to problem-solving and emotion control. They will list anger-management strategies. They will understand that problem-solving and anger-management are necessary when dealing with being left out, accepting criticism, and dealing with the consequences for their actions.

Activities

- Anger Buttons and Calm-Down Strategies: Using a video clip as a model, students will create self-talk scripts for puppet plays given specific scenarios.
- Dealing with Criticism: Using a picture and teacher demonstration as a model, students will role-play positive reactions to criticism, both constructive and untrue.
- Dealing with Being Left Out: Given a photo card as a model, students will review problem-solving strategies and will role-play situations where they are being left out.
- Dealing with Consequences: Students will illustrate situations where they have acted irresponsibly and will write a brief description of how they would deal with the consequences.

Activities to Differentiate Instruction

- Students will express their creative strengths in a variety of ways given the activities in this unit: writing, illustrating, and performing
- study guides
- modified tests
- modified performance rubric

Integrated/Cross-Disciplinary Instruction

- Performing Arts: Students will reinforce their acting skills through puppet plays and role-plays of problem-solving and cool-down strategies.
- Writing: Students will reinforce their writing skills by creating puppet play scripts.
- Visual Arts: Students will reinforce their drawing skills by illustrating situations that lead to consequences.

Resources

Committee for Children's Second Step: A Vioelnce Prevention Curriculum

- photo cards
- posters
- handouts for homework
- videos
- take-home letters

Teacher-made tests and rubrics