

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS ACTIVITY LIST

SOCIAL SKILL: CONTROLLING ANGER

CASEL COMPETENCY: SELF-MANAGEMENT

Grade Levels	Prep Time	Activity Time	Materials	Activity Description
K-6	0-5 min	<15 min	None	<p>Belly Breathing Teacher says the following: Sit quietly at your desk, hands folded. Close your eyes. Breathe normally. Now focus on your breathing: Breathe in slowly to a count of 5, hold for 5, slowly out for a count of 5. When you inhale, visualize yourself getting bigger and lighter. Imagine that the air is rushing in to fill all your body cavities: chest, stomach, back, and shoulders. When you hold your breath, visualize yourself getting lighter and lighter, even levitating. When you exhale, visualize yourself squeezing your lungs, getting rid of every bit of air, pushing it all out through your mouth. Be patient with yourself, slow your breathing. Pay attention to your breath as it goes out. Pay attention to how it feels. Notice how soft and gentle it is. Remind students to keep their eyes closed, and to continue breathing like this for about four minutes. Periodically remind them to pay attention to their breath. Use a soft voice and try to maintain a calm atmosphere. Encourage the students to think of themselves as balloons inflating with every in breath and sucking their tummy in with their outbreath. Encourage them to notice what is happening in their body. This will be your last breath. Slowly fill yourself up, count. Exhale and as you curl down into yourself like a balloon losing all its air, you feel quiet, calm, and relaxed.</p>
3-6	10-15 min	<30 min	Chart with anger control skills on it, role play scenarios or situations that involve anger	<p>Role Playing Skills for Controlling Anger Begin by discussing anger control skills such as the following: Counting backwards: quietly counting backwards from 10 If-then statements: asking yourself if you do something what will happen and considering what is the best choice to make Self-talk: saying things to yourself that a good friend might say such as “Calm down,” “Take it easy,” or “Let it go” Self-Evaluation: think about what you need to do get out of a situation and how best to do that Come up with different role play scenarios for the children to play out that they can use their anger control skills for. Encourage them to try different examples, one way not using their anger control skills, and another way using their anger control skills. Ask them to discuss the difference between the two.</p>

K-6	0-5 min	<15 min	None	<p>Chocolate and Bricks</p> <p>Teacher: Sit comfortably, feet on the floor, hands together, eyes closed. Relax and breathe deeply. I want you to think of something or someone that really annoys you or makes you angry. Now concentrate on the bad feeling—the anger and frustration. Feel it, You are all tense and angry. Feel it in your stomach, in your head—everywhere. I am going to give 10 seconds to really feel this bad feeling. (Wait 10 seconds) Now take that nasty feeling and cement it inside a solid brick. Push the feeling into the brick. Close the opening with cement. Now you have a heavy, hard brick with a bad feeling inside. Now is the fun part. In your mind you get to blow up that brick—WAIT until I give you the blast cue. When I say “Blast,” you will imagine blowing up the brick into a million tiny pieces. The bad feeling will be completely gone. Get ready—look closely at the brick with your annoying thing inside it. BLAST! Keep your eyes closed. Now think of something or someone that makes you very happy. See that thing or person; feel the good feeling; really try to experience the good feeling you get from the thing or person. You feel warm and comfy inside. You are smiling to yourself. I'll give you a few seconds to really feel the good feeling. (Wait 10 seconds) Now take that feeling and cover it with chocolate. Look at the good feeling all covered in chocolate. What sort of a shape does it make? Can you smell that delicious chocolate? When I tell you to, in your mind you are going to eat the chocolate. When you do that, the good feeling will stay inside you, making you all warm and tingly. Ready? Look at the chocolate-covered good feeling. Eat it.</p> <p>Follow with discussion questions on how the students felt throughout this activity. Encourage them to discuss how visualizing their feelings can help them deal with them. Ask questions about how they view their emotions and feelings now. Do they feel like they will be able to use this technique in the future?</p>
3-6	10-15 min	<30 min	Chart with anger control skills on it, role play scenarios or situations that involve anger	<p>Role Playing Skills for Controlling Anger</p> <p>Begin by discussing anger control skills such as the following:</p> <p>Counting backwards: quietly counting backwards from 10</p> <p>If-then statements: asking yourself if you do something what will happen and considering what is the best choice to make</p> <p>Self-talk: saying things to yourself that a good friend might say such as “Calm down,” “Take it easy,” or “Let it go”</p> <p>Self-Evaluation: think about what you need to do get out of a situation and how best to do that</p> <p>Come up with different role play scenarios for the children to play out that they can use their anger control skills for. Encourage them to try different examples, one way not using their anger control skills, and another way using their anger control skills. Ask them to discuss the difference between the two.</p>

K-2	0-5 min	<15 min	Vinegar, red food coloring, baking soda, cotton balls	<p>Anger Experiment</p> <p>Take the ingredients of the anger experiment and name them and experience them using all the senses. The materials are familiar to any early childhood teacher — vinegar becomes the bitter feeling we have when things aren't going well, baking soda becomes the tears we shed in frustration and anger, and the red food color becomes the color we see (and sometimes, even feel) when we are frustrated and angry. As adults, we know what these will do when we bring them together! The key is that we are adding a component that is so very helpful in gaining emotional intelligence — a plan to calm ourselves. Each child is given a cotton ball — a soft thing — that they name and hold as their “soft thing.” From a stuffed dog to mommy's lap, they name and hold their own individual comforts. When the explosion happens, they put their soft thing into the anger bubbling and frothing over and are amazed to see the anger subside. It does not disappear, of course, anger is an important emotion, but it subsides.</p>
K-6	0-5 min	<15 min	None	<p>Positive Ways To Handle Anger</p> <p>Have students identify ways in which they handle their anger in positive ways. List these on a chart. Post the chart in the classroom and refer to it when situations arise.</p>
K-6	0-5 min	<30 min	None	<p>Knowing the Signs</p> <p>Anger is an emotion. It is a signal that we think we are being treated unfairly. Feelings are neither right nor wrong. It is okay to feel angry. Actions can be right or wrong. It is not okay to hurt ourselves, others, or property when we feel angry. So how can we deal with anger and act in healthy ways?</p> <ol style="list-style-type: none"> 1) Recognize anger - know when you are angry and what makes you angry. 2) Practice positive responses - practice, practice, practice until your new positive responses become good habits. <p>How do you know when you are angry? All of us have symptoms of anger — physical and mental signs that tell us we are angry. Discuss with students some of the symptoms listed below: Fast heartbeat, Sweating, Shaking, Clenched jaws, Clenched fists, Fast breathing, Headaches, Stomach aches, Upset feeling in the stomach, Tight chest, Tense muscles, Frowning, scowling, Red face, Problems concentrating, Confusion, Memory problems, Thoughts of doing harm, Angry thoughts, Irritability, Short tempered, Yelling, Swearing, Withdrawing from others, Throwing things, Pacing</p>
K-6	0-5 min	<15 min	None	<p>Warning Signs of Anger</p> <ol style="list-style-type: none"> 1. How do you know when you are angry? 2. Where in your body do you feel anger? List your physical signs of being angry. 3. What is the first sign of anger you notice? List your early warning signs that tell you when you are starting to become angry. 4. What makes you angry? List all the things you can think of.

K-6	0-5 min	<30 min	M&Ms, game cards	<p>The M&M Game</p> <p>The "M&M Game," recommended by Savvy School Counselor, is also a fun choice for your teen to play with a group. Each player will need a fun-sized bag of M&Ms, and you will have to create the game cards ahead of time, which should say: "For every orange, say one thing that makes you angry. For every blue, say one thing you can do to cool off when you're angry. For every green, say one way you can show self-control in school. For every red, describe a time when it's hard for you to show self-control. For every brown, describe a not-so-good choice you made when you were angry that made the situation worse. For every yellow, describe a good choice you made when you were angry that helped the situation." Teens can share their answers for each color, then eat their M&Ms.</p> <p>Follow this link to view the complete lesson and for other activities: www.savvyschoolcounselor.com/the-anger-games</p>
K-6	0-5 min	<15 min	Internet (video)	<p>Just Breathe Video</p> <p>After watching the video discuss the children in the video and what the students learned from watching.</p> <p>https://www.youtube.com/watch?v=RVA2N6tX2cg</p>
K-2	0-5 min	<15 min	Internet (video)	<p>Mindfulness Video</p> <p>After watching video, discuss the video with the students.</p> <p>https://www.youtube.com/watch?v=FUJs0fXTWTE</p>
K-2	0-5 min	<30 min	Internet (video), paper, art supplies	<p>Peaceful Place</p> <p>Have children draw a picture of a peaceful place. Take them through the same steps as in the video by teaching them how to go to their peaceful place in their minds.</p> <p>https://www.youtube.com/watch?v=FUJs0fXTWTE</p>
K-2	0-5 min	<30 min	Internet (video), book, paper, art supplies, <i>Angry Octopus</i> book	<p>The Angry Octopus</p> <p>Watch the video and discuss the ways the octopus can calm down. Draw or cut out a picture of an octopus and then have children write eight anger management strategies on each leg of the octopus (Should probably use book with activity).</p> <p>Video: https://www.youtube.com/watch?v=IMYF_IFcSVM</p> <p>http://www.stressfreekids.com/10667/anger-management</p>

K-6	0-5 min	<30 min	Hat or container, response cards	<p>Angry Situations and Responses</p> <p>Have different scenarios of times where we get angry such as:</p> <ol style="list-style-type: none"> Your friend doesn't invite you to her birthday party. Your friend makes the talent show even though you thought your talent was better. You get a bad grade on a math test. Your mom tells you to stop playing video games or computer games and clean your room instead. You get gum in your hair. You get sick and have to miss the class field trip to the aquarium. You get in a fight with your sibling. Another kid cuts you in line for the slide. You are sent to detention because you wouldn't stop talking in class. You miss the winning goal in your soccer game. <p>Pick students to come up for each of these different scenarios. After they read or you read the scenario, have them pick out of a hat one response that they can act out. Explain that even though it may be hard, we will be happier if we respond in these positive ways instead of allowing anger to increase.</p> <p>https://www.teacherspayteachers.com/Product/Free-Anger-Choice-Cards-for-the-Classroom-Choices-for-What-to-Do-When-Youre-Angry-Anger-Managem-240972</p>
K-6	0-5 min	<30 min	Soda (liter), sharpie marker	<p>Mad Max</p> <p>Get a soda, take off the label, and draw a face on it. Name it something like Mad Max or any other name that you want just so that students can easily remember this activity. Then talk to the students about what makes them mad. Get a few examples and after each example display the anger through shaking up Mad Max. Do this after each example they give. Then explain that when we feel this anger, we sometimes allow it to build up and up. We bottle all the anger up and begin to feel pressure. Open the bottle up and due to all the shaking.</p>
				<p>it will explode and fizz out. Then have a discussion with the kids about why Mad Max exploded with anger. Explain that sometimes we may feel like we are going to explode with anger but instead we can use anger management techniques that can help us overcome these angry feelings (deep breathing, count from 10 down to 1, positive self-talk, ask for help, etc).</p> <p>https://www.youtube.com/watch?v=U9KlvZkg1hk&feature=share</p>