

## Anger management

**Goal:** To teach participants to become self-aware of rising tempers

**Objective:** At the end of this lesson the participants should:

- Be aware of what upsets them
- Learn how to acknowledge that they are upset
- Find healthy ways to express their feelings.

**Time 1:** Hour

**Materials:**

Index cards or paper

Pencils

Crayons or Markers (Red and Black)

Large Roll of craft or flipchart paper

Scissors

Painter's tape

### **Icebreaker: "Movie Calling!"**

**Leader's Notes-**

1. Begin class by passing a sign in sheet around the room until each participant has signed in.
2. The facilitator can begin this class with the same ice-breaker from the previous day but instead of using hobbies, students can identify their favorite movie.
  1. Have the participants stand in a circle.
  2. Explain to participants that they must try to say the names and favorite movie of as many students as they can before passing the bag to the person next to them. (the bag will have the timer in it)

**Leader's Note-**

1. **Example:** If Tanya likes Movie 1 and John likes Movie 2, the person holding the bag should state this out loud before passing the bag to the next person.
2. Set the timer for a short amount of time (like 20 seconds) and place it in the brown bag.
3. Give the bag to any participant to start the game.
4. The object of this game is for the person holding the bag to say all the student's names and their favorite movies in the circle before the timer runs out.
5. The person who has the timer in their possession when it goes off is out of the game.
6. Continue this until there are two participants left in the circle.
7. By the end of the game, the participants should know each other's names and favorite movies.

## Activity – “Move the Madness!”

### Leader’s Notes-

1. Explain to the class the definition of anger management: Knowing how to calm yourself down when you are upset.
2. Tell the students that is ok to have angry feelings.
3. However, anger management is a way to prevent others and themselves from getting hurt emotionally or physically.
4. Ask students to briefly write things down that annoy them or cause them to be angry.
5. Explain to participants that these are anger triggers.

### Leader’s Notes-

1. Now break the students up into small groups.
2. Give each group 3 pieces of flip chart paper or a long piece of craft paper.
3. Give each group a black and red marker and scissors.
4. Each group will write down their anger triggers on the paper in black marker.
5. They should cut the triggers so that each one is on a separate piece of paper
6. Each group will write down various anger management methods to diffuse anger in those situations (triggers) on a different piece of paper in red.
  - Examples are...
    - Count to 50
    - Walk away
    - Listen to music
    - Talk to the person after you have cooled down.
7. They should cut each anger management method so that each one is on a separate piece of paper.
8. Have each group hang the anger triggers around the classroom.
9. Have each group hang the anger management methods around the classroom.
10. Tell the students they will play the “Move the Madness Activity.”

### Leader’s Notes-

1. The instructor should make three separate signs on flipchart paper saying the following.
  - Not bothered
  - Angry
  - Boiling
2. Tell students that the words on the sign means the following...
  - Not bothered – this situation does not make me mad.
  - Angry – this situation makes me mad
  - Boiling – this situation makes me really angry or infuriated
3. Make another sign that says “Different Anger Management Method.”
4. Tape these signs on the wall.

## **“Move the Madness” Activity**

### **Leader’s Notes-**

1. Tell students you will read an anger trigger, which are written in black on the wall.
2. Once the trigger is read, students should move under the sign that indicates how this situation makes them feel
  - *For example – an anger trigger may be someone gossiping about you*
  - *If a student is not bothered by this, then they will go under the “Not bothered” sign*
3. You can have the students share why they moved to a certain sign.
4. After everyone has moved, tell students you want them to move under an anger management method (which is written in red) they would use in this situation to calm themselves.
5. Students also have the choice to move under the “Different Anger Management Method” sign if they would use another method not on the wall.
6. Have some students share why they would use certain anger management methods.
7. Have students who moved under the “Different Anger Management Method” sign reveal other ways to calm themselves in this situation.
8. Repeat this for all Anger triggers.

## **Activity - Share your feelings**

### **Leader’s Notes-**

1. Tell students you want to pair them up by anger triggers.
2. For example: Pair a student that was “not bothered” by gossiping with another student that was “angry” or “infuriated” by gossiping.
3. Have them talk about why they have different feelings for the same anger trigger.
4. This conversation should be a 3-minute conversation
5. Have the person “not bothered” by the situation share their mindset when encountered with gossiping.
6. The purpose of this activity is to prevent students from reaching the “boiling” point when they encounter anger triggers.
7. If everyone is angered or infuriated by the same trigger, then discuss the mindset behind these feelings
  - Does the person care what others think of them?
  - Is it worth giving the person gossiping that much power over your feelings?
8. If time permits, do this for all the anger triggers.
9. Students should switch partners every 3 minutes.