

The ABC's of Anger

Objective: Students will identify the causes and effects of anger.

Summary: Through a worksheet and role-play, students will practice anger management.

Aim: *What can I do when I get angry?*

Standards: CCSS – RI.1, RI.7, W.3, W.4, SL.1, SL.2, SL.4, L.3, L.6
SEL – Self-awareness, self-management, responsible decision making

Materials: copies of **The ABC's of Anger Worksheet**, copies **ABC's of Anger** handout, newsprint

Facilitator Note: Write the word “ANGER” in large letters on the board or newsprint and place a blank piece of paper over it before class begins.

Lesson Vocabulary

<p>anger n. the strong feeling of being very annoyed role-play v. to act out or pretend behavior n. the way someone acts consequences n. the results of an action</p>
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Warm-Up: *Walk It Off*

- Have students look at blank piece of paper on the board or newsprint.
- Tell students that underneath the paper is something that can sometimes get us all into trouble.
- Allow students to guess what word lies beneath the paper and then after a few moments expose the word “anger.”
- Ask, “Do you agree that anger can sometimes get us into trouble?” “Why might anger get us into trouble?” “What do people do when they are angry?”
- Ask students to stand in a circle.
- Tell students that you will be calling out a situation.
- Tell students that you will ask one student to walk across the circle as if they were experiencing the feeling of the situation.
- Tell students that there is no sound and no touching others allowed during this exercise.
- Call out an anger-causing situations and have a student respond to each one:
 - Your pen is missing, you think someone stole it.
 - You lost your homework on the way to school and the teacher doesn’t believe you.
 - You got in a fight with your friend and you got sent to the principal’s office but your friend didn’t get into any trouble.
 - A student you don’t get along with stepped on your foot during P.E.
- Have students shake out the angry feelings.

Processing Questions:

- *What happened?*
- *How did it feel?*
- *How does anger feel?*

Discussion Questions:

- *What are the signs of anger? How did your body and gestures demonstrate anger?*
- *How might you have responded if these situations really happened to you?*

Main Activity: *The ABC Method*

Part One: The ABC's of Anger Worksheet

- Explain to students that anger is not bad. It is a feeling, it is normal and it is something that happens to everyone.
- Explain that anger is not what causes us trouble but how we respond in an anger-causing situation can get us into trouble or even put us in danger.
- Tell students that after today they should be able to identify angry feelings, use a calming technique to lessen their anger, and think about the consequences of their actions before they respond.
- Give students **The ABC's of Anger** handout and **The ABC's of Anger Worksheet**.
- Go over the handout with students.
- Create a chart on the board like the one in the worksheet.
- Ask students to come up with an anger-causing situation (an Anger Trigger).
- Write the situation in the "A" box.
- Have students brainstorm at least three possible behavior responses to the anger and write them in the "B" column.
- Ask the class to brainstorm one or two possible consequences to each action and write them in the "C" column.
- Ask the class to answer the questions: "Will this action hurt me?" "Will it hurt others?" and "Will it solve the problem?"
- Ask students to choose the best response to the situation from column B.

Part Two: Role-Play Demonstrations

- Ask a volunteer or the teacher to role-play two scenes with you. In the first scene you will demonstrate "out of control anger," and in the second scene you will demonstrate "anger management."
- Ask the class for a new "anger trigger" that involves two people.
- You will play the angry person; the student will play the other character.
- In the first role-play, act out the scene letting your anger get the best of you and jumping at a response to the situation. Freeze the scene.
- Re-play the scene:
 - Visibly pause when you get angry and take several deep breaths.
 - Freeze the scene.
 - Ask the class to be your brain and quickly tell you what you should do.
 - After each suggestion ask, "Will it hurt me? Will it hurt others? Will it solve the problem?"
 - Ask the class to choose one response. Then continue the role-play by acting out the response.
- Time permitting, do a few more role-plays with new volunteers and new anger triggers.

Processing Questions:

- *What happened in the two role-plays?*
- *How did it feel to watch each of them?*
- *How did the actions and body language change between the two scenes?*
- *What did you learn about anger from the role-plays?*
- *How can you apply what you learned today to real life?*

Closing: *Whip-Around*

- One thing that makes me angry is _____. Ex: ...when my little sister plays with my things without asking my permission.

Student Homework or Teacher Follow-Up

- Have students complete **The ABC's of Anger** worksheet.



The ABC's of Anger

A The Anger Trigger: The situation that stimulated the angry feelings.

When you feel anger, before you jump to **B**, take deep breaths for 3 to 10 seconds until you feel yourself calming down.

B The Behavior Response: What you do when you get angry.

Before you respond to the situation, think about **C**, the consequences.

C The Consequences: What happens as a result of your behavior.

Before you choose a response, ask yourself: "Will this action hurt me or others?" "Will it resolve the problem?"



Name: _____



The ABC's of Anger Worksheet

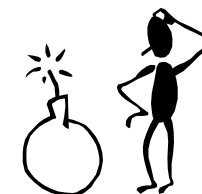
A is for anger trigger. Describe an anger-causing situation:

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STOP!

Take several deep breaths until you begin to calm down. Then proceed to **B**:



B is for behavior responses. List three responses you could make:	C is for consequences. List the most likely consequence to each response:	Answer the following questions about each consequence:												
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What will you choose to do? Write down the best response to the situation, and then do it!