

Session

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3-5th Grade

Abbreviated Group Leader Outline

1. Attendance Sheet - Building blocks of peaceful conflict resolution.

2. Introduction to new material for this week

- ▶ Explain to the students that this session will deal with the way our body responds to anger so they can learn to predict when their anger is getting too intense. The earlier they can determine they are getting very angry, the more chance they can make a rational decision on how to handle that anger nonviolently.
- ▶ Remind the students that different situations can generate different levels of anger for people. What makes one person think of violence will not upset someone else. How does this relate to our discussion last week where we looked at the feelings underneath anger?

3. Activity: What we feel angry about

4. Recognizing your anger cues & Discussion

5. Activity: My calming down options & Discussion

6. Closure

ANGER CUES

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GROUP PURPOSE

This group will help students clarify their anger cues which are warning signs of the intensity of their anger. The students will also determine ways to calm themselves down when they are getting angry.

Objectives:

- Students will identify their personal anger cues.
- Students will learn various ways to calm down and establish their own list of calming behaviors.

Materials Needed:

1. Student folders
2. Handouts
 - Recognizing your anger cues
 - Intensity of anger
 - My calming down options
 - PATTS newsletter Issue 1
 - Building Blocks of Peaceful Conflict Resolution
3. Crayons, colored pencils, regular pencils and markers
4. Stickers or stamps for attendance
5. Large sheet of paper for brainstorming and tape

1. Attendance Sheet

*(Leader information: While group members are reviewing their week, this is an important time to remind them of the conflict resolution skills that have been taught in previous weeks. When the students are reviewing their work and conflictual situations have them refer to this week's **Building Blocks of Conflict Resolution (handout on page 9)** so they can discuss which new skill they used to resolve the conflict*

- ▶ Pass out stickers for them to put on the attendance sheet.
- ▶ Ask them to tell about a situation they handled peacefully and the progress they are making on their personal goals for the group.
- ▶ Specifically ask them if they noticed others or themselves showing anger but there may have been other emotions underneath the anger.

2. Introduction to new material for this week

This week's objectives:

- ▶ Explain to the students that this session will deal with the way our body responds to anger so they can learn to predict when their

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anger is getting too intense. The earlier they can determine they are getting very angry, the more chance they can make a rational decision on how to handle that anger nonviolently.

- ▶ Remind the students that different situations can generate different levels of anger for people. What makes one person think of violence will not upset someone else. How does this relate to our discussion last week where we looked at the feelings underneath anger?

3. Activity: What we feel angry about.

(Leader information: Each student will have different body and behavior indicators of anger. Unfortunately once a person is in a rage, it is difficult for them to calm themselves down and react rationally in a conflict situation. It is important that the students recognize their anger cues so they can make the wise choice to walk away or engage in other positive conflict resolution skills. Many students will portray their anger cues as a spark and they will try to keep it from turning into a raging fire. When you are asking students to draw, remember to offer them a variety of drawing utensils.)

- ▶ Give each student a blank piece of paper and ask them to draw a picture of something that they feel angry about.
- ▶ After drawing a picture, then ask them to think about how they feel when they get angry.

4. Recognizing your anger cues:

- ▶ Give each group member a copy of the **Recognizing Your Anger Cues** and ask them to think of times they are getting angry and check off any of the reactions they may have. They may add reactions that are not listed.

5. Discussion

(Leaders information: Accept all appropriate answers but help them see that if they recognize their anger they have more control to calm down. They also need to recognize when other people are getting too angry so they can try to defuse the situation. Some students may not wish to draw or share their picture. Allow them to pass.)

- ▶ Ask the students who would like to share their picture of some thing they feel angry about.
- ▶ Ask group members how they can tell they are getting angry and how their bodies feel? This is trial version

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